

# INSPECTION REPORT

## **GOODRICH COMMUNITY PRIMARY SCHOOL**

East Dulwich

LEA area: Southwark

Unique reference number: 100790

Headteacher: Peter Coleman

Lead inspector: John Lilly

Dates of inspection: June 20<sup>th</sup> – 22<sup>nd</sup> 2005

Inspection number: 266885

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Goodrich Community Primary School
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	701
School address:	Dunstans Road East Dulwich
Postcode:	SE22 0EP
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Email:	pcoleman@goodrich.southwark.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Mr Andy Doidge

Date of previous inspection: 24/5/1999

## **CHARACTERISTICS OF THE SCHOOL**

Goodrich is a much larger than average primary school. It serves a mainly residential area that includes both social and owner-occupier housing. The social and economic circumstances of the pupils' homes range widely, but are broadly average. The proportion of pupils eligible for free school meals is towards the upper end of the average range. The proportion of pupils who speak a language other than English at home is high, although not as high as in many inner-city schools. These languages tend mainly to be from the Indian sub-continent. A small but significant number of pupils are at the early stage of acquiring English. About 30 per cent of pupils represent ethnic minority communities. The percentage of pupils with special educational needs, including those with statements, is a little higher than average. Some of these, however, pose very challenging behaviour. The school accepts children aged three into part-time morning and afternoon sessions. Admission policy means that some of these children need to go elsewhere for their reception education, while the school accepts a significant number of children into reception classes who have not been in the school's nursery. A higher than average number of pupils join or leave the school other than at Reception or Year 6. The school has earned the Healthy Schools Award and the Active Mark. There are partnerships with a local Specialist Sports College and a close-by Pupil Referral Unit for primary aged pupils. Over recent years, there has not been continuity in the bodies responsible for the local education authority's school improvement services.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12487	John Lilly	Lead inspector	The Foundation Stage Religious education English as an additional language
32690	Julian Webb	Lay inspector	
1352	John Carnaghan	Team inspector	English History Geography
32639	Adam Higgins	Team inspector	Information and communication technology Personal and social education Design and technology
22180	Shree Lekha Mistry	Team inspector	Science Physical education
32473	Elaine Bush	Team inspector	Mathematics Art and design Music
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Goodrich School provides satisfactory quality of education** with many good features, but some important weaknesses. It is a place in which all pupils feel safe and cared for, and within which they are encouraged to learn and develop as responsible and aware young people. Pupils are keen to say that they enjoy school and, consequently, most have good attitudes to their work and other people, and behave well. They benefit from a broad, balanced and rich curriculum from which all can benefit. Teaching and learning are satisfactory overall, with much good teaching in lessons. Although leadership is satisfactory, creating a warm, purposeful and orderly community, weaknesses in management significantly reduce the school's ability to improve. Managers do not monitor performance sufficiently and, therefore, they are not in a position to recognise when improvement is needed. Consequently, although staff work hard and have shared and strong values, their various strengths are not sufficiently brought together to create the highly effective school Goodrich could be. This leads to inconsistencies that are holding back improvement. Standards rose strongly following the last inspection but declined in 2004. Standards of attainment are currently average and there is evidence that the improving trend has returned. The school offers satisfactory value for money. .

The school's main strengths and weaknesses are:

- Most pupils are keen to learn and most behave well
- The attendance and punctuality of a significant minority of pupils are unsatisfactory
- Self-evaluation by managers is not accurate or rigorous enough to identify where improvement is needed
- Parents value the school highly, but insufficient use is made of their willingness and potential to support the learning of the pupils
- Assessment is used insufficiently to show pupils what they must do to improve
- Taken together, the good curriculum and provision for care provide a secure foundation for broad, relevant and rich learning and personal development
- The budget agreed by governors is not based upon accurate knowledge of the school's strengths and weaknesses
- The following offer examples of good practice on which to build – the Nursery, provision for pupils with special educational needs, religious education and music.

Improvement since the last inspection has been satisfactory. Although most weaknesses identified at that time have been rectified, attendance is still unsatisfactory.

### STANDARDS ACHIEVED

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

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

**The achievement of most pupils is satisfactory.** Children join the nursery classes with average development and make good progress; most will reach the national learning goals set for the end of the reception year. By the time they reach the end of Years 2 and 6, their attainment remains

broadly average. This represents satisfactory progress overall. Standards had risen at above the national rate for several years but declined in national tests at the end of Year 6 in 2004. The attainment of current pupils is average and this shows some improvement, especially in writing. Interim results in national tests at the end of Year 6 in 2005 suggest that the improving trend has returned. Attainment is high in religious education and music, but slightly below average in information and communication technology. Pupils make satisfactory progress in their literacy and numeracy but able pupils often fail to reach their potential in lessons because teaching does not challenge them enough. Pupils with special educational needs and those learning English as an additional language make good progress.

**Pupils' spiritual, moral, social and cultural development is satisfactory** with some strong features. Consequently, most pupils have good attitudes to their work and relate well to others. Most behave well. There is, however, a small but significant number of pupils who find it difficult to behave and this hinders the learning of others. Attendance remains unsatisfactory and too many pupils do not attend school punctually; this detracts from the start of each day.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory.** The curriculum is good. It is broad, balanced and relevant to pupils' lives and significantly enriched by outside class activities. **Teaching is satisfactory.** Much of the teaching in lessons is good but, overall, assessment is used insufficiently to focus the teaching and show pupils how to improve their work. Consequently, learning is satisfactory over time rather than good and does not fully release the potential offered by the eagerness to learn of most pupils. Relationships with parents are good but the school does not use fully what this potential partnership offers. The partnership with other schools is good and this enriches the pupils' learning and raises their aspirations. Partnership with the wider community is good but partnership with the local community could be productively extended.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are unsatisfactory overall.** Leadership is satisfactory but management is unsatisfactory and together they represent a significant weakness to rectify. Leadership creates a good climate for learning and personal development, and committed and hard working staff. However, lack of rigorous and accurate monitoring and evaluation, leads to management that has an unrealistic view of the school's strengths and weaknesses, and to inconsistencies. Governance is satisfactory, and governors are very supportive of the school and very involved. However, they do not have a secure understanding of the strengths and weaknesses of the school because their knowledge is not based upon actual observation and benchmarked evaluation. This has led to mistakes, especially in the management of finances.

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

Parents value the school highly but would like to be allowed to provide more practical support for the pupils' learning and to be better informed. The pupils also value the school highly and are eager to play a greater part as members of the recently formed school council.

## **IMPROVEMENTS NEEDED**

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

- Improve attendance and punctuality
- Make self-evaluation by managers more accurate and rigorous
- Improve the use of assessment to show both pupils and staff more clearly what they need to do to improve and what they are capable of achieving
- Ensure that Governors set a budget based upon a secure knowledge of the school's strengths and weaknesses
- Make better use of the supportive parental body to create a more productive partnership between home and school in support of the pupils' learning

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Children in the nursery and reception classes make good progress and most will reach the national learning goals set for the end of the reception year. Pupils make satisfactory progress between Years 1 and 6, and standards of attainment, overall, are average throughout the school. Achievement of pupils is satisfactory.

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

- Interim results in national tests in 2005 at the end of Year 6 suggest that the past improving trend has now returned
- Pupils with special educational needs make good progress
- The achievement of able pupils is not high enough
- Standards in religious education and music are high
- Standards in information and communication technology are slightly below average
- Progress in the nursery classes is very good
- There has been improvement in writing

#### **Commentary**

1. Following the last inspection, standards of attainment rose steadily, often at better than the national rate. In 2004, however, results in national tests at the end of Year 6 declined. In these tests, pupils attained below nationally average results in English, mathematics and science. When compared with similar schools the results were average. This latter judgement should be treated with caution because, when comparing schools, Goodrich was compared with schools that are facing more social and economic challenges than are generally the case for Goodrich. A feature in all these results at the end of Years 2 and 6 is that too few pupils attained the higher Levels 3 and 5 (respectively).

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

Standards in:	School results	National results
English	26.2 (27.5)	26.9 (26.8)
Mathematics	25.9 (26.9)	27.0 (26.8)
Science	27.8 (28.4)	28.6 (28.6)

*There were 81 pupils in the year group. Figures in brackets are for the previous year*

2. In national tests and assessments at the end of Year 2 in 2004, pupils' results matched the national average in reading and mathematics but were below average in writing. Compared with similar schools, again a judgement to be treated with caution, results were above this average in reading and mathematics and average in writing.

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

Standards in:	School results	National results
Reading	16.0 (15.1)	15.8 (15.7)
Writing	14.0 (13.5)	14.6 (14.6)



Mathematics	16.3 (16.0)	16.2 (16.3)
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*There were 84 pupils in the year group. Figures in brackets are for the previous year*

3. The attainment of current pupils throughout the school remains broadly average, although better in some subjects such as music and religious education and slightly below average in information and communication technology. There has been improvement in writing. This represents satisfactory progress overall for most pupils. Most children join the nursery with average development and a significant number are more developed. They settle quickly and make very good progress. However, due to the admissions policy, some of these children need to move to reception education elsewhere and a large number of children from outside join the reception classes. Most of these latter children have the development expected of children around their fifth birthday but a significant number have below average attainment. Most children make good progress and most will reach the national goals set for the end of the reception year.
4. Pupils make satisfactory progress between Years 1 and 6. This is because they have, in the main, good attitudes to their learning and teaching is carefully planned and is satisfactory overall. The school needs to ask itself why progress is satisfactory rather than good. The school has introduced a range of support for pupils with special educational needs and other barriers and these are successful. Similarly, the teaching of literacy and numeracy has become more focused and these strategies are bringing results. These improvements seen in lessons are supported by the interim results in national tests in 2005 at the end of Year 6. They suggest that attainment of current pupils in Year 6 will match the national average. There has been a significant improvement in these results in the percentage of pupils attaining the higher level 5, although this is less the case in English.
5. The reasons why achievement is not even better are as follows:
  - Assessment is not used sufficiently to target the teaching and show the pupils how to improve.
  - Management is not effective enough at improving teaching, for example, checking that teachers adhere to the school's marking policy so that pupils understand how to achieve their individual targets.
  - Learning objectives set often do not challenge able pupils.
  - Pupils who join the school other than at the reception year, often with lower than average attainment, are not helped enough to catch-up quickly. Assessment data shows that they take too long to match the average attainment of other pupils.
6. There is good support for pupils with special educational needs and those who are learning English as a new language or speak a language other than English at home and, consequently, most make good progress.

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

Pupils' behaviour is satisfactory and most have good attitudes to school. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Both punctuality and attendance are unsatisfactory.

### **Main strengths and weaknesses**

- Most pupils are keen to learn and most behave well
- Too many pupils arrive at school late
- The school does not sufficiently challenge or work with parents to improve levels of attendance
- Pupils enjoy school life

### **Commentary**

7. Although most pupils like school and want to learn, too many arrive at school late. There is little urgency displayed by some pupils and their parents, even though they arrive well after the start of the school day. Such lateness deprives the pupils of significant learning opportunities and interrupts the routine of those who attend promptly. During the inspection, one third of the pupils attending a class were observed arriving after registration had started.
8. Very little progress has been made on improving attendance since the last inspection, and it is now well below the national average. Whilst authorised absences are broadly in line with the national average, unauthorised absence remains high. Some parents do not notify the school of the reasons for absence but the school is not pro-active enough in encouraging them to do so. The school is now working more closely with the education welfare officer and plans to end the current manual recording of attendance which, although accurately maintained, makes it difficult for the school to spot trends and respond quickly to unexpected absences.

**Attendance in the latest complete reporting year 2003/2004 (%)**

Authorised absence		Unauthorised absence	
School data	5.2	School data	1.5
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.*

9. The younger pupils behave well and their positive attitudes are an asset that aids personal development. Some older pupils, especially in Years 5 and 6, can be rowdy and disruptive especially when management of the class is not strong enough. This poor behaviour and that of a small minority of pupils with emotional and behavioural difficulties takes a significant amount of the senior management team's time to control, keeping them from other important duties. There is good management of behaviour in the playground supported by the 'peer mediators'. Pupils reported isolated racist comments, but these are dealt with quickly and appropriately. The school is clean and tidy and largely respected by pupils but there is evidence of one or two incidents of minor vandalism in boys' toilets. The school behaviour policy sets out clear expectations on managing behaviour but there is too little focus on improvement strategies. There were no fixed-term or permanent exclusions in the latest complete reporting year.
10. Pupils talk enthusiastically about their school and parents confirm that their children are happy. There is a wide range of after-school activities which, combined with trips, provide a broad and interesting range of extra-curricular experiences much enjoyed by pupils. These boost pupils' self-esteem and aspirations.
11. The school works hard to develop pupils' spiritual, moral, social and cultural development. The very good practice evident in the teaching of religious education contributes strongly to pupils' spiritual development but assemblies do not provide the opportunities that they should; in this respect, the assemblies seen did not comply with the school's own policy on collective worship. Spiritual development is satisfactory and there has been improvement since the last inspection. The personal, social and health education subject leader ensures that there are plenty of opportunities across the curriculum for pupils to understand right from wrong, the importance of rules and to recognise prejudice and intolerance. This good provision is not reflected in the standards of behaviour and attitudes of a small minority of pupils. Therefore, the pupils' moral and social development is satisfactory overall and for most pupils good. Imaginatively planned lessons, especially in art and personal, social and health education provide a variety of interesting opportunities resulting in good cultural development, for example, an art lesson for pupils in Year 1 started with a reading of the Hindu 'Story of Creation' and was dramatised with musical sounds. The school provides a good range of opportunities for pupils' to experience other cultures, for example African drumming and, consequently, pupils respect both their own culture and those of others.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory with some good features

### Teaching and learning

Teaching and learning are satisfactory. Assessment is unsatisfactory.

### Main strengths and weaknesses

- Lessons are carefully planned with a good range of learning opportunities
- Learning objectives are seldom crystal clear, and do not challenge every level of ability or enable pupils to evaluate their work
- Most pupils are keen and eager to learn and to do their best
- Assessment is not used enough to help pupils see what they need to do to improve
- Teachers overall do not have a clear idea of what is involved in very good teaching and learning and this makes self-evaluation imprecise
- Teaching in the nursery and reception classes is consistently good and often very good, and this is also the case in religious education, music and specialist support for pupils with special educational needs.

### Commentary

#### ***Summary of teaching observed during the inspection in 58 lessons or parts of lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	18 (31 %)	21 (36%)	17 (29%)	2 (4 %)	0 (0 %)	0 (0 %)

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

12. Teaching is good at the Foundation Stage, and satisfactory and often better in other years. However, learning is held back in Years 5 and 6 by inconsistencies in teaching and, overall, there was no excellent teaching observed. Most pupils are keen to learn and to do their best, although this is less so for a significant minority of pupils in Years 5 and 6. Progress in learning is only satisfactory, and the children join the school with broadly average attainment and leave Year 6 with broadly average attainment. By this measure, the impact of the teaching over time is judged as satisfactory and the reasons are covered later in this section. Good teaching over time would produce good or very good learning and progress over time, and better than average attainment. In the breakdown of teaching above, a high proportion of the very good teaching was by specialist teachers, including those for pupils with special educational needs, teaching within the Foundation Stage, and for music and religious education. Progress in all these areas is good and achievement high.
13. Pupils with special educational needs are well-supported and their learning is better than that of the other pupils. Even though the teacher for pupils learning English as an additional language is not a specialist, strong generic skills have a positive impact upon these pupils' learning and self-esteem. It would be worthwhile to help all staff to understand more clearly the barriers to learning that might face a pupil who speaks a language other than English at home.
14. Even in the best lessons observed, the pupils' learning over time tended to be slower than one might expect. This is because assessment is not used sufficiently to set targets for each pupil and to show them what they must then do to improve their own work in the medium term.

Similarly, the learning objectives set in lessons rarely provide precise challenges for each level of ability within the lesson and over time. Teachers tended not to be able to explain the features of teaching that produce rapid learning over time. The experienced teachers depended upon the intuitive skills of a reflective teacher, and were not well-placed to see clearly how to make their teaching excellent. Less strong teachers, who do not have these intuitive skills, produced significantly less effective learning and tended not to see what was missing in their teaching. This is because the teachers do not receive enough feedback on their teaching from having their lessons observed, and policy for teaching does not make clear the features of very good teaching as, for example, in the Ofsted framework.

15. A strength of all teaching is that it is planned carefully, offering a range of learning opportunities. This planning benefits from the co-operative effort of teachers in the same year. When the learning was best, the inspection team saw the following:
  - The teaching was dynamic and enthusiastic, championing the importance and relevance of the subject covered.
  - Tasks were clearly explained and pupils' understanding checked.
  - Teachers intervened only when necessary, allowing pupils to manage their own learning
  - The teacher continually reminded pupils of the learning objectives, appropriately and sometimes at an individual level.
  - The challenge and pace increased as the lesson progressed.
  - Discussion forced the pupils to think for themselves and respond in structured and purposeful ways.
  - The teacher did not just control behaviour but enabled the pupils to manage their own behaviour and learning – because the pupils wanted to.
16. Weaknesses across almost all teaching are as follows:
  - Assessment is not used enough to help pupils to see how to improve their work and the standards they have the potential to reach. (This is called 'Assessment FOR learning'.)
  - The learning objectives, therefore, are not specific enough and too rarely link precisely rather than broadly to different levels of prior learning or ability.
  - Consequently, although the average pupils usually make good progress, the more able make too limited progress.
  - Many teachers talk too much of the time and this restricts pupils to simple listening without thinking, and responding with very short or one word answers.
17. In the best teaching, learning was made exciting by use of visual and audio triggers such as musical sounds and pictures and by movement through such as role-play. When teaching was only satisfactory, it depended too much on the spoken and written word. In other very good teaching, teachers linked subjects productively, for example, religious education and art; the pupils' understanding became deeper. Teachers make too little use of computers to help pupils to learn, although the inspection team did see some very good use of interactive whiteboards.
18. When teaching and learning were unsatisfactory, poor behaviour of pupils was allowed to overwhelm both teaching and learning.

## **Assessment**

19. Assessment is unsatisfactory overall. It is good at the Foundation Stage and used effectively. Throughout the school, teachers mark pupils work efficiently but too often without due regard to the school's marking policy, which says that marking should show pupils how to improve and set objectives to meet. The way most work is marked reduces its effectiveness in helping pupils to improve. Teachers make satisfactory use of the assessment information gathered on a day-to-day basis to refine work for the next lesson. As a result, work is usually and broadly matched to the prior attainment of the pupils although too often it lacks sufficient challenge for

the more able pupils. Assessment data is not used sufficiently to make clear to pupils what is expected of them, when they have achieved well and why, and what they need to do to improve their work.

20. The school does not have a sufficiently systematic and coherent approach to the collection, analysis, interpretation and use of assessment data. The school, however, has made a good beginning to rectifying this situation. At the end of the school year, Key Stage leaders analyse significant amounts of data in the core subject areas. Working with the mathematics and English subject leaders, staff meetings have been organized, which lead to targets being set for pupils in these subjects, and this has brought benefits. The targets, however, are not challenging enough and are not shared sufficiently with pupils. A start has been made, but the analysis and interpretation of assessment data are not yet sophisticated enough to identify what might be holding back the learning and achievement of pupils.
21. The systems in place for longer-term assessment are weak. They do not provide for the analysis of strengths and weaknesses and for setting relevant, measurable targets for improvement. The use of target-setting for pupils is minimal and inconsistent across the school or across all subject areas. The school has worked hard to create and establish a positive climate for learning, but teachers do not take advantage of this to show pupils what they should achieve and how, by giving the guidance for where to move next. This is not helped by subject leaders not being adequately involved in monitoring the use of assessment in lessons, a management process that makes the essential link between data on paper to performance in the classroom.

## **The curriculum**

The curriculum is good and is relevant to the needs of pupils. There is a very good range of out-of-school activities. Accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The taught curriculum is broad and balanced and there is good provision for extra-curricular activities
- Provision at the Foundation Stage, in physical education and in personal, social and health education and citizenship is good. It is very good in the Nursery and in music and religious education
- Provision for pupils with special educational needs is good
- Visits to places of interest and visitors to the school enrich and widen the curriculum considerably and profitably
- The accommodation is satisfactory. Overall, it provides a good place in which to learn but there are inadequacies in, for example, Reception
- The resources for learning do not support all subjects equally well
- Provision in information and communication technology (ICT) is unsatisfactory
- Pupils miss out on their regular teaching to attend additional activities or to support other areas of learning without being given enough opportunity to make-up missed work

### **Commentary**

22. The curricular provision for children in the Foundation Stage is good and provides a secure structure for learning further up the school. The National Curriculum is fully in place in Years 1 to 6 and all pupils receive a broad education. At the moment there is no teaching of a modern foreign language in Key Stage 2. In 2004 the school acquired the 'Activemark' and Healthy School Award for its contribution towards pupils' sporting and healthy lifestyles.
23. Goodrich is an inclusive school. Teaching programmes are planned to cater for the needs of most pupils, although there needs to be even better provision for the most able pupils.

Additional support is provided for those pupils who need it. All pupils have an equal opportunity to take part in school activities.

24. The good support for pupils with special educational needs or other barriers to their learning allows these pupils good access to the curriculum, but this access is sometimes threatened by teachers not helping them enough to catch-up learning they have missed when attending outside class groups. Even though the specialist teacher for children learning English as an additional language is untrained in supporting these pupils, her support is positive and effective. However, considering the high proportion of pupils who speak a language other than English at home, she does not have enough time to address the needs of all these pupils. This restricts their access to the curriculum. Pupils who join the school after the reception year, often with low attainment, are not helped quickly enough to access the curriculum.
25. The school ensures that pupils have very many opportunities to widen their experiences through visits to places of educational interest. There is an extensive and popular programme of residential visits for pupils in Years 3, 5 and 6 which enrich pupils' personal development. The numerous visitors to the school are valuable in deepening pupils' understanding of the wider world. During the inspection, Year 5 visited the Science Museum, Globe Theatre staff came in to work with pupils as part of a longer-term project, and reception children visited the Dulwich Picture Gallery. Pupils enjoyed these opportunities and spoke enthusiastically of their exciting experiences. The many after-school clubs are popular, fun and make a good contribution to the pupils' learning.
26. The curriculum for information and communication technology (ICT) is not good enough, as too little time is devoted to the subject. The ICT suite is only timetabled for use for one half of the week. Classroom computers are inadequately used to support work in the curriculum. Pupils expressed their desire to use the computers more to support work across the range of the curriculum. Pupils' achievements are not rigorously tracked. An over-reliance on some recently purchased software means that more able pupils are held back and are not making the progress that they are capable of.
27. Provision for personal development is good. It has improved significantly since the last inspection and this improvement continues. Although most pupils benefit greatly, the unsatisfactory attendance and punctuality of a significant minority and the poor attitudes of a few pupils reduce the impact overall. The school puts a special emphasis on developing pupils' personal, social and health education and enhancing their awareness of citizenship. 'Circle time' (an opportunity for pupils to share problems and concerns) is used effectively to help pupils to express their views or discuss issues that worry them. There is a suitably planned sex and relationship education scheme of work. Pupils are taught about how they will change as they grow up and how to form and nurture caring relationships. The school encourages healthy eating and life styles, and fruit is available for younger pupils. Swimming instruction is available for pupils in Key Stage 2. The school has developed links with a local specialist secondary school, enabling the use of their facilities to teach physical education. The use of specialist teaching for music provision in Years 2 and 3 has greatly enhanced pupils' ability to sing and perform. This curriculum provides pupils with many opportunities to develop positive attitudes and has a significant impact on behaviour and relationships; it enhances their quality of learning. The curriculum that extends beyond the school is a considerable strength. Examples include the annual carnival when pupils and others tour the school's neighbourhood.
28. The school has a dedicated and enthusiastic team of teachers and support staff who work together well. Adults are well deployed to meet the demands of the curriculum and to support pupils' learning needs. There remains, however, a need to bring all these good features together as a coherent and highly effective whole. While good in its parts, the parts are insufficiently co-ordinated.
29. The accommodation is big enough and provides, as a whole, an attractive and stimulating place in which to learn. It could be used, however, to better advantage. There are rooms used

other than for classes, while some classrooms are too small, hot and uncomfortable. Better use could be made of the existing space. The school does not have green play areas, but it makes effective efforts to overcome this deficit. The ICT suite is very hot for a whole class to use and is very noisy when another group is using the design and technology area. The library is big, well resourced and well laid out. The accommodation is very good for children in the Nursery but the reception classrooms are small and have no immediate access to outside play areas. The school grounds have been attractively designed across three playgrounds and provide an exciting and stimulating place for children to relax and play. There is too little space for pupils to shelter from the sun but the school is addressing this problem.

30. Resources overall are satisfactory but some subjects are well resourced while others are not. This situation has arisen from the recent lack of investment in resources for learning and insufficient auditing overall, and it needs rectifying.

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

Provision for pupils' care, welfare, health and safety is good and provision for support, advice and guidance is satisfactory. Pupils have satisfactory opportunities to be involved in the work of the school.

### **Main strengths and weaknesses**

- Pupils have a good and trusting relationship with adults in the school
- There is very good support for pupils in care
- Arrangements for the induction of pupils mid-term and other than at the reception stage are insufficiently systematic and immediate
- Pupils do not receive enough guidance on how they can personally improve their learning and personal development

### **Commentary**

31. A particularly strong feature of the school's work is with pupils in care for whom the support and liaison with other agencies are very good. The very experienced and highly knowledgeable special educational needs co-ordinator provides sensitive support to pupils and their families. The systematic links with other agencies are closely followed ensuring that local child protection procedures are adhered to. Health and safety issues are taken seriously. The school has appropriate policies in place, most but not all of which are followed. There are lapses; for example, during the inspection visitors were not required to sign in at the office or wear a visitor's badge. A visitor was observed entering the school grounds and proceeding to a classroom block without reporting to the office or being challenged. The school is taking steps to provide adequate shade in the playground; otherwise the premises do not appear to present risks which could impact on the pupils' welfare or learning. As befits the school's Healthy Schools Award, it provides a wide range of appropriate cooked lunches which pupils enjoy. There are sound procedures for dealing with and recording accidents, carried out by the numerous qualified and trained staff.
32. Induction arrangements for pupils entering school in the Nursery and Reception are good. They are less rigorous and effective further up the school. The high number of pupils joining the school, sometimes mid-term, between Years 1 and 6 poses particular challenges, especially between Years 3 and 6. For these pupils, there is too little immediate and formal assessment of attainment and diagnosis of individual barriers to learning. Class teachers, therefore, lack timely and sufficient information and this impedes their ability to address problems and to help these pupils to catch up.
33. When interviewed, all pupils said that they would be confident and comfortable in approaching an adult member of staff. This is because adults carefully and perceptively nurture the pupils' trust, showing understanding and a caring approach. Adults ensure that they know all their

pupils well and accordingly their welfare needs. The senior management team are particular adept at dealing with difficulties in a sensitive manner, instilling in pupils a feeling of being valued.

34. Pupils are looking forward to the development of the newly created school council. There is a clear and sensible constitution and pupils' enthusiasm is evident from the contested elections for class representatives. Although the development of the school council is at an early stage, the pupils have constructive ideas on how to spend the allocated budget and this forum will consolidate and enhance the current satisfactory arrangements for seeking pupils' views.
35. The school does not do enough to raise standards by building upon the good attitudes of the pupils. Although the school had investigated ways to do this, for example, what is called 'assessment FOR learning', this strategy has not been consistently implemented across the school. Consequently, the pupils are not guided enough on how they can improve their learning for themselves, and have too little understanding of how well they are doing or what they could achieve.

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

The school has satisfactory partnerships with the parents and the community. Links with other educational establishments are good.

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

- Parents are enthusiastic and supportive of the school but insufficiently detailed and timely communications with them inhibit their potential to support the school even further.
- There is productive partnership with a close-by Pupil Referral Unit
- There is very good preparation of pupils for transfer to secondary school enhanced by careful planning and co-operation with such schools.
- Limited links with the local community make only a modest contribution to the pupils' learning.
- The governors' very good Annual Report to Parents provides appropriate information in a clear and interesting format.

#### **Commentary**

36. At the school gate, in response to the pre-inspection questionnaire and at their pre-inspection meeting, the vast majority of parents expressed their strong support of the school and willingness to help. They value the dedication of the staff and want to contribute more to the pupils' learning. However, they feel that their willingness to help is not taken sufficiently seriously and cite, as an example, offers of help to read with pupils in class that have not been followed up. There is an open-door policy so that if parents want to ask about pupils' progress the information is readily available, but only to those who ask; this point was made by several parents. Generally parents have to rely on the annual reports and parents' evenings twice a year. Reports provide good detail of the work undertaken but those sampled did not contain sufficient guidance on how pupils can improve and did not set learning targets for them to achieve. Reports for Year 1 pupils were better.
37. The home-school reading scheme (PACT) at the Foundation Stage provides a very good example of what can be achieved through strong and proactive partnership with parents. Sadly, its implementation becomes watered down further up the school. This scheme could form a good start to a wider and more coherent and, therefore, effective partnership with parents throughout the school.
38. Whilst each Year Group sends newsletters informing parents of the topics to be covered in each forthcoming term, there are only sporadic written communications from the senior management team with varying amounts of information. The lack of planned, cohesive, timely and relevant information prevents parents from working as effective partners to the benefit of



pupils' development; this point was made by a large minority of parents. An exception to this fragmented and inconsistent communication is the governors' report to parents. It is exceptional in its presentation and content, including a most useful glossary to help parents better understand the information the report contains.

39. The school works hard to ensure that its older pupils have the best opportunity to progress successfully to their chosen secondary school. The open evening hosted by the school is well attended by parents and secondary school representatives. The school provides timely and detailed information regarding academic and pastoral issues to help with setting and tutor groupings at pupils' secondary schools. Of especial note, is the length to which the school goes to ensure that pupils, who may have difficulty adapting to learning in a much larger environment, are reassured and receive relevant guidance in the personal and social skills they will need. The 'Passport to Secondary' programme is very good.
40. A particularly productive partnership is with the local Pupil Referral Unit for pupils with emotional and behavioural difficulties. Goodrich staff benefit from expert advice, and the unit uses the school to help their pupils re-integrate with mainstream education. There is effective partnership with specialised agencies within the local education authority but there is an insufficiently strong or close partnership with school improvement officers. This confirms the school's view expressed prior to this inspection. Partnership with the local education action zone has been productive but these funds are not being continued. It is the intention of such schemes that a school funds projects themselves after they have been initially developed.
41. The school makes good use of partnership with some community partners. For example: pupils enjoy and benefit from strong links with the local library and museum as well as work with staff from, for example, the Globe Theatre. However, there is a tendency to assume that since the very local community is largely residential, it has little to offer. This perception has restricted the school's thinking about exploring its potential both as users of the school premises and also as a source of varied skills and knowledge.

## **LEADERSHIP AND MANAGEMENT**

Leadership is satisfactory but management is unsatisfactory; overall, they are unsatisfactory. Governance is satisfactory but has significant weaknesses. .

### **Main strengths and weaknesses**

- The leadership of the school has created and nurtures a good climate for learning
- Monitoring by management is unsatisfactory, reducing capacity to improve and allowing inconsistencies
- Governors do many of the right things but because they do not have an adequate understanding of the strengths and weaknesses of the school, they have made imprudent decisions.

### **Commentary**

42. The leadership of the school has created a good ethos, in which pupils learn and develop, have good attitudes in the main, and in which the well-motivated, committed and determined teachers and other staff work hard and enjoy their work. The school is oversubscribed and the parents value the school highly. The school works in productive partnership with some of its partners and until 2004 standards of attainment were rising at faster than the national rate. There was a decline in standards in 2004 but interim results in national tests in 2005 at the end of Year 6 suggest the improving trend is returning. Current standards are average, however, and not good. What follows explains why this is so.
43. The key weaknesses are in management. The first and crucial weakness is in the unrealistic and overly optimistic self-evaluation. and this situation has been exacerbated by the school not

receiving the benefit of detailed and moderated review by the local education authority within recent years. The school has, therefore, misjudged the situation and focused upon matters that were not crucial. For example: managers felt they were under-funded when in reality they receive funds that are at least average when compared with similar schools nationally; they felt that accommodation was unsatisfactory when the inspection found the weakness lies in the use of accommodation rather than its extent or condition and they felt that the large size of the school was a problem when in fact it offers many opportunities, such as the diverse strengths and talents of staff. The school has missed the opportunities offered by a supportive parental body eager to give more tangible support. These misconceptions have led managers almost to ignore review and self-evaluation through monitoring and evaluation. Consequently, effective performance management is hindered by a lack of first-hand information, for example from lesson observations. The lack of well informed strategic thinking has led to too much time being taken up with the short-term rather than the longer term, for example, dealing with individual pupil's behaviour problems and demanding parents rather than checking that school policies were consistently and effectively implemented. The school lost sight of the 'bigger picture' and focused upon perceived problems instead of the high capacity of the school to become very effective.

44. In focusing on the immediate, senior managers have not given themselves enough time to carry out their much more important task of enabling middle managers to perform well and to drive up standards of teaching and learning through, for example, working alongside colleagues in lessons. This was a strong view expressed by many middle managers. They felt that they did not have enough opportunity to perform their leadership roles. This omission has allowed harmful inconsistencies to arise. Policies and planning documents comply with statutory and accepted practice. Governors need to ask, however, 'So what!'. There is no point in having policy if actual practice often does not match policy, for example the policies for collective worship and for marking, and if planned improvement is not tested rigorously against better outcomes by pupils, a process made possible by pupils having individual targets and the understanding of how they can achieve them.
45. Further weaknesses arise from the self-evaluation by governors that their support for the school has been good, whereas it is only just satisfactory and in some important ways not good enough. They are very supportive, have recruited a strong range of abilities and talents to the board and work efficiently through committees with clear remits, but have a weak and in many ways incorrect understanding of the strengths and weaknesses of the school. For example, at the inspection they did not seem to know that some crucial policies are not consistently implemented and they had not acted with enough rigour to improve attendance. Consequently, they are not sufficiently effective at moving the school forward. This is because, although they are very supportive of school and are involved continuously, they do not evaluate and investigate strengths and weaknesses systematically, accurately and rigorously enough. Their knowledge is not based upon actual observation and comprehensively benchmarked evaluation. This has led them to make major investments in some areas while others that are essential to the school's success are currently under-funded; for example, time for middle managers to carry-out their leadership, monitoring and evaluating responsibilities. Governors have begun to be aware of these problems and have carried out an excellent financial benchmarking exercise, although results have yet to be fully evident.
46. A seriously missed opportunity is that although senior managers have gone to see and learn about best practice elsewhere, for example the powerful tool of 'assessment for learning', they have not implemented on return to school what they have learned (for example, to improve teaching and learning by making 'assessment for learning' the practice of all teachers when supporting the learning of pupils). In seeking excuses and dealing with mainly immediate problems, the school does not see its current considerable strengths and potential, and what it can already and immediately do for itself.
47. Financial management is unsatisfactory even though finances are monitored tightly. The school's finance officer ensures that the day-to-day management is smooth and efficient. The finance committee meets appropriately and liaises well with other sub-committees on relevant

issues. The experienced and knowledgeable governors have undertaken detailed benchmarking and this exercise is beginning to place financial decisions on a firmer footing. There was insufficient detailed investigation or review of the use of the existing buildings and space, before the governors embarked on the refurbishment of the old school house. Refurbishment was undertaken without formal approval of funding from the local education authority and the funding did not materialise. Consequently, over £100,000 was spent from school funds on a project, the need for which had not been sufficiently evaluated. As a result, subject leaders had their budgets withdrawn and report that they are not allowed to bid for resources. This has impacted adversely on pupils' learning and the ability of middle managers to carry out their responsibilities effectively. Similarly, the high expenditure on supply teaching of £153,129 last year suggests insufficient analysis of alternative options such as employing staff. The school is not under-funded compared with similar schools nationally but poor prioritization in the past has resulted in unnecessary current pressure. The high balance carried forward largely comprises capital expenditure authorised and planned for last year but that has yet to be carried out. Although receiving average funding for schools of this type and well above the national average, the school has reserved too little available funds for future development or to meet contingencies.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)	
Total income	2439806
Total expenditure	2300689
Expenditure per pupil	3523

Balances (£)	
Balance from previous year	-13151
Balance carried forward to the next	125965

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

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

*(At the Foundation Stage the curriculum is organized under six areas of learning. Within each area, there are 'early learning goals' that children are expected to reach by the end of the reception year.)*

The provision in the nursery is very good and in the reception classes good

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

- The very good leadership of and effective management by the Foundation Stage manager
- The strong and effective teamwork between staff, linked to good joint-planning
- The good teaching that balances adult-led learning with independent yet structured and purposeful play
- The reception classrooms are too small for the number of children in each class and there is not immediate access to outside play areas
- The children need more opportunities to use computers
- The very effective partnership with parents generated by the 'Parents And Children Together' (PACT) reading initiative
- The staff use living things very effectively to support the children's development
- The excellent outdoor play area used by nursery children

#### **Commentary**

48. Most children join the nursery with average development, although a significant minority are more advanced. They settle quickly because induction arrangements are good. Good teaching and care ensure they make good progress and most will meet most of their early learning goals by shortly after their fifth birthday, although they will have some way to go in reading and especially writing. A strength is in their progress in speaking and listening, and in their social and personal skills. Admissions policy, however, means that some nursery children have to progress to Reception in other schools, while a large number of new children join the reception classes. Although some of these latter children have the development expected of children around their fifth birthday, a significant number are below this level, especially as to their personal and social skills. Reception classes have several children with emotional and behavioural difficulties. The influx of children at this stage disrupts the learning and development of all children because it pushes to the limit the capacity of staff to meet the children's very diverse needs. This situation is aggravated by having quite large classes in rooms that are too small, which restricts opportunities for independent learning and makes helping children with behaviour difficulties very difficult. The situation is made still worse by the reception classes not having an adjacent area for outdoor play.
49. Teaching is at least good and very often very good in all nursery and reception classes, and every class benefits from skilled nursery nurses or teaching assistants. A specialist teacher gives good support to children learning English as an additional language, and there is similar support for children with special educational needs. The good accommodation and excellent outdoor area in the nursery means the very good teaching has more impact in these classes, while the potential benefits of the very good teaching in reception classes is reduced by the unsatisfactory accommodation. Consequently, children in reception classes make good rather than very good progress. Despite these factors that are beyond the control of teachers, most reception children will meet their early learning goals by the end of the reception year but only the more able children will exceed them and a significant minority will have some way to go.
50. The staff make every effort to overcome the problems associated with unsatisfactory reception accommodation by planning effective sessions in the playground. Because these sessions

occur in the playground, they are necessarily more tightly structured than would be ideally the case. Another strategy is the very good programme of trips outside the school. Despite the problems, the determination and skills of staff mean that most children will be well prepared for study in Year 1, and will be eager and self-managing learners.

51. The planning of the curriculum and teaching is very good, and their effectiveness is tested and evaluated by secure and systematic assessment systems. The home-school reading partnership (PACT) linked to good teacher assessment is very effective in developing children's reading skills and in building a partnership with parents. This could be extended to cover number and writing work. Similarly, the bond with parents could lead to more parents helping in school.
52. The Foundation Stage provision is both underpinned and energised by the very good leadership and purposeful management of the phase leader who sets high standards and ensures that both good ideas and problems are shared.

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

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

### **Main strengths and weaknesses**

- The manner in which staff lead the learning but do not overwhelm the independent learning of the children.

### **Commentary**

53. Teaching and learning are good overall, and very effective in the nursery. Children join the nursery with at least average social and personal development and make very good progress. This is because staff in the nursery help them understand how they are expected to behave and act, and then let them practise these skills independently. The children become very proud of how well they can manage their activities, can find out things for themselves and can behave appropriately when sharing or in more structured groups. A mark of this good development is the way they not only share but also collaborate. This good progress continues in the reception classes because of the clear and re-enforced expectations of staff. Most but not all children will meet their early learning goals and a significant minority will exceed them.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The skilled way in which staff develop children's speaking and listening
- The strong home-school reading partnership.

### **Commentary**

54. Most children join the nursery with well developed language and awareness of books. They make good progress in all aspects of this area of learning, although slightly less progress in writing. The staff are very skilled at encouraging children to talk about their learning and their ideas and to respond thoughtfully to what they hear. However, many new children join the reception classes with, in some cases, less developed language than the nursery children a year previously. This means that staff must meet a wide range of learning needs. Good teaching and careful planning based upon good assessment overcome most but not all of these problems. There is a small but significant number of children who are at an early stage

in acquiring English and they are well supported in class and by the specialist teacher. The 'Parents and Children Together' reading scheme builds a very strong partnership with parents, especially as it is supported by very effective assessment of reading as a whole.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The very good way children learn through practical activities.

### **Commentary**

55. Most children joining the nursery and reception classes have at least average development relative to their age. Good teaching leads to good progress in understanding of such things as large and small, and shapes and weights, linked to an ability to count and in some cases, calculate. Most but not all reception children will meet their early learning goals and a significant minority will exceed them. Children enjoy their number work greatly, especially in the practical learning in the outside area adjacent to the Nursery.

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

Provision in knowledge and understanding of the world is **good with some very good features**

### **Main strengths and weaknesses**

- The very good and well managed opportunities to learn in the nursery class's outdoor area
- The very rich learning opportunities gained from trips out
- The insufficient opportunities for children to use computers.

### **Commentary**

56. Most children join the nursery and reception with good awareness of the world around them, although for some joining the reception classes this is not the case. Despite the very good trips out and other strategies by reception staff, the restrictions of reception accommodation make it difficult for staff to overcome these barriers because opportunities for independent enquiry and investigation are too limited. This compares with the excellent and very well managed opportunities in the Nursery, where staff make excellent use of plants, animals and mini-beasts to enrich the children's learning. Although teaching is good and often very good, the restrictions on staff in reception classes hold back development in this core area of learning.

57. During the inspection, children had too few opportunities to use computers as a core aspect of their learning. Most children are well placed overall to meet their early learning goals by the end of the reception year. They view the world with excitement and an eagerness to find out and understand.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**

### **Main strengths and weaknesses**

- Although provision in the nursery is very good, learning is hindered in the reception classes by restrictions imposed by the accommodation.

## Commentary

58. Most children join both the nursery and reception classes with good physical development. Supported by good teaching, they make good progress in controlling their bodies and they are excited by what they are able to do. In some ways, the structured sessions for reception children aid this development but, on the other hand, the absence of such things as climbing frames and opportunities to learn and practise on their own holds them back. Most children can use their fingers to manipulate objects well, but for a small minority this is not the case. The progress of these children especially, is held back by the cramped reception classrooms. Even so, most children will meet their early learning goals, and overall, most will exceed them.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- The way staff support creative work without restricting the children's own imagination.

## Commentary

59. Most of the children are naturally creative and well-planned teaching provides wide opportunities in a good range of media and creative activities, such as music. The good teaching overcomes most of the problems caused by cramped accommodation in reception classes, and most children will meet their early learning goals and many will exceed them. A strength is the way staff develop the children's ability to reflect and respond emotionally – and they enjoy this aspect of their learning.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Too few pupils reach higher levels of attainment by the end of Years 2 and 6.
- The standards in writing are improving.
- The presentation and accuracy of pupils' work are above average.
- There is no regular, detailed monitoring of teaching and learning.
- While marking is regular, pupils receive too little guidance on how to improve their work.

## Commentary

60. In national tests in 2004, the results of pupils in Year 2 were average in reading and below average in writing; the percentages of those who gained the higher level 3 were below and well below average, respectively. Over the last three years, standards at the end of Year 2 have generally improved at the same rate as the improving national trend. Current standards in Year 2 are average, indicating satisfactory progress for most pupils. The lower than expected percentage of pupils who reach the higher levels suggests that higher attaining pupils did not achieve their potential and this is still the case with current pupils, although to a lesser extent.
61. 2004 results at the end of Year 6 were below average but, compared with these pupils' prior attainment at the end of Year 2, they were average. Again, the proportion of pupils reaching the higher level 5 was below average. Compared with 2003, standards declined but over the last four years they have broadly kept pace with national improvements. Judged by attainment seen in lessons and in current pupils' prior work, current standards in Year 6 are average;

although the proportion of pupils reaching higher levels remains below expectations. Interim and un-validated results in national tests in 2005 at the end of Year 6 appear to confirm this and suggest the improving trend of earlier years continues. Pupils' progress in Years 3 to 6 is satisfactory and most achieve their potential. However, this is not the case with more able pupils. Pupils with special educational needs and those who speak another language than English achieve, in the main, their potential, although all staff would benefit from a better understanding of the language problems that might face pupils who speak a language other than English at home.

62. In speaking and listening, standards are average. Pupils' answers to questions are generally confident but there is a reluctance to explain their views at length. Pupils receive regular opportunities to speak aloud in class; their skills improve and they speak with increasing assurance, reaching expected standards by Year 6. Opportunities for drama, fostered by the school's good links with the Globe Theatre, encourage pupils in this area. Listening skills are average at all ages; pupils are usually eager to respond to their teachers and their concentration is good, although they do not always think enough about what they say. In reading, standards are broadly average across the school. The effective arrangements made by the school and the support given to reading at home helps pupils develop familiarity and confidence with books at an early age. In Year 2, most pupils demonstrate fair understanding of simple passages and most can express sensible opinions on what they have read. In Year 6, pupils are confident readers and are comfortable reading unfamiliar texts. Pupils know how to find reference books in the school library and develop good research skills. Their use of expression when reading aloud is strong.
63. In writing, standards are average in Year 2 and Year 6. As a result of initiatives by the subject managers, there are growing opportunities for pupils to write in a range of subjects. As a result, their progress in writing, which was an area of concern, is improving. In particular, the practice they have and teachers' regular marking of this aspect of the pupils' work successfully promote above average standards of handwriting and presentation and now most are achieving their potential. The school's emphasis on spelling means that, by the end of Year 2, most monosyllabic words are spelt correctly. By Year 6, most pupils' writing is fluent and joined; spelling shows good consistency and most pupils use punctuation well. Pupils' vocabulary is broad and used adventurously, at times. Pupils' work is consistently accurate and well presented.
64. Teaching and learning are satisfactory. However, some lessons lack the sparkle required to ensure good progress. Where teaching is good and better, the progress and achievement of pupils improves considerably. The best lessons include a varied and appropriate range of activities and interesting resources are used well to stimulate learning. Teachers plan carefully to provide the correct degree of support and challenge for pupils; and this care for individuals is generally successful. However, on some occasions, the most able pupils have insufficiently challenging work to do. The specific requirements of all pupils with special educational needs are known to teachers and teaching assistants and are addressed in classroom practice. Pupils learning English as an additional language are well supported but teachers could profitably investigate problems they may face when not supported. Teachers foster good relationships strongly and they encourage pupils consistently. Pupils generally strive to live up to teachers' expectations and they help each other with their learning as a matter of routine. They behave well and adopt very positive attitudes to their learning. There are some areas for development in teaching. The pace of some lessons can flag and pupils' productivity suffers and, sometimes, teaching loses sight of the learning objectives so pupils' efforts lack focus. Pupils' work is not consistently assessed. Hence targets are set inconsistently and too few pupils know the level at which they are working and what they should do to improve.
65. Leadership is satisfactory. The two subject managers work well with staff and ensure that the curriculum is planned effectively. They have identified some weaknesses, such as in pupils' writing, and have worked effectively with other teachers to eradicate them. Management is unsatisfactory. There has been no recent monitoring of teaching and minimal monitoring of pupils' work; one result is the inconsistency of teaching. Because of this, the managers have



imperfect knowledge of the strengths and weaknesses in the subject. Thus, the subject development plan is not based on sound evidence. There is no budget allocated to English and so new initiatives are difficult to implement. Resources are satisfactory. The library is good, has a large accessible stock of interesting books and is used as an information resource by pupils. Long-term links with the Globe Theatre enhance pupils' experience of drama and teachers and pupils are enthusiastic about these learning sessions.

66. Improvement since the last inspection is unsatisfactory. Standards have fluctuated but have largely kept pace with national improvements, but progress is now satisfactory rather than good and the quality of teaching has declined.

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

67. The influence of the National Literacy Strategy feeds effectively into the approaches to teaching in a number of subjects. Literacy skills are well promoted through the use of subject specific language. The correction of presentation and of technical errors in the use of language across the subjects of the curriculum is effective in promoting greater accuracy in writing and presentation.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- There is good provision for average and below average pupils.
- The subject leader has too little opportunity to monitor and evaluate teaching and learning.
- There is inadequate provision of extension activities for more able pupils.
- Teachers do not share targets for improvement with pupils.

### **Commentary**

68. Results in National Curriculum tests taken in 2004, by pupils in Year 2, were in line with those achieved by pupils nationally. It was predicted accurately that pupils in Year 6 taking National Curriculum tests, would achieve results below the national average because there was a high proportion of pupils with special educational needs in the year group.
69. Teaching and learning in lessons are broadly satisfactory and often good. Teachers plan closely together ensuring that pupils in each year group have the same range of experiences. The majority of tasks are matched carefully to pupils' level of attainment. Teachers make good use of the wide range of resources including interactive white boards, where available. Pupils are encouraged and successfully use mathematical vocabulary and, when giving oral answers to questions, teachers expect pupils to give full explanations of their working. Teachers motivate pupils when mathematics is related to real-life situations because pupils see the purpose of their learning. For example, in a good lesson pupils enthusiastically calculated, in a variety of ways, the different combinations of toys that could be given to a baby if there were three in total and the baby could have two. This formed the basis of work with other numbers and the resulting different combinations possible.
70. Leadership is satisfactory and management is good. Good management has led to significant improvement in standards. The subject leader monitors the planning of teaching through medium term plans and works alongside staff to develop a range of appropriate assessments, although she has too little time to work alongside teachers in lessons to help them use this information effectively and consistently. From the results of these assessments, teachers are able to group pupils in Years 5 and 6 and identify pupils who would benefit from booster classes. Interim results in national tests in 2005 at the end of Year 6 suggest that these strategies have improved attainment overall, and increased the percentage of pupils attaining

the higher level 5. However, the marking of work in books does not always indicate what the pupil needs to learn next, or what level they are attaining. In some but not all classes, a helpful 'traffic light' system is used so pupils can say whether they feel that they are on red, amber or green, according to how well they understand. This gives useful information about each pupil and ensures that specific attention is given to pupils who need additional support or different tasks. There are insufficient opportunities for more able pupils to extend their knowledge and understanding through investigation. Leadership of the subject is only satisfactory because, although the subject leader champions the subject, she has too little opportunity to provide professional leadership in colleague's lessons.

### **Mathematics across the curriculum**

71. Pupils use mathematical skills in several other areas of the curriculum but incidentally. For example, pupils used their understanding of shape and symmetry as a basis for abstract pictures. However, mathematics put to a practical use in a range of contexts is insufficiently planned and is, therefore, inconsistent.

## **SCIENCE**

Provision in science is **satisfactory**

### **Main strengths and weaknesses**

- The planning is detailed with clear objectives and interesting and relevant activities.
- Teachers have secure subject knowledge and ask probing questions to check understanding.
- There are too few opportunities for managers to monitor planning, teaching and learning, to ensure that practice is consistent and improves.
- Pupils in some classes lose concentration and interest when not involved in practical activities, and are not managed well.

### **Commentary**

72. Current standards in Years 2 and 6 are average and 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 sound teaching and a well planned curriculum. The scientific enquiry skills are developing very well and pupils design, carry out and record their experiments correctly and in detail. Interim results in national tests in 2005 at the end of Year 6 show that the improving trend over recent years continues.
73. Teaching and learning range from very good to satisfactory, but are sound overall throughout the school. Most lessons are lively and based upon good planning and clear objectives. They are well organised and a variety of methods and resources are used effectively. Teachers circulate around groups giving pupils support and encouragement to do well. They ask probing questions to check understanding, and give immediate feedback to push learning on. Sufficient time is given to enable pupils to complete set tasks. Relationships between pupils and adults are harmonious. Most find the subject interesting, get very involved in practical tasks and talk about their work in a very sensible way. They share and handle materials and equipment safely. Pupils work well in collaborative groups. The pace of lessons is usually brisk, but occasionally pupils lose concentration and interest, and weak management of lessons allows the pupils' behaviour to hold back learning.
74. The leadership and management of the subject are unsatisfactory. There are two subject managers. They work very well together, but their roles and responsibilities are not clearly defined. Both managers are keen and enthusiastic to raise standards but the school does not provide them enough time to fulfill their duties. There is an urgent need for their roles to be further developed to include monitoring of planning, teaching and learning to ensure consistent good practice and to gain a clearer overview of how the subject can develop. Resources are

sufficient, of good quality and easily accessible to all. Standards of provision remain the same since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **unsatisfactory**

### **Main strengths and weaknesses**

- The school is well resourced and adequately funded for ICT.
- Good use is made of interactive technology to support teaching and learning, where it has been made available.
- The leadership and management of the subject are unsatisfactory.
- Insufficient effective use is made of the ICT suite.
- The computers in classrooms are not used enough to support learning, in part, because it is insufficiently planned.
- The recently purchased software restricts the achievement of able pupils.

### **Commentary**

75. On the basis of evidence seen, standards appear average or slightly lower in Year 2 and are similar by the end of Year 6. However, very little prior work was available and assessment records are inadequate; judgments, therefore, on attainment are tentative. The same standards and weaknesses were reported in the last inspection and, therefore, improvement has been too slow.
76. By Year 2, pupils are used to working at a computer on their own or with a partner. They use art and design software to create Christmas cards and program a moveable device to follow a set of instructions. By the end of Year 6 pupils can put together presentations and slideshows of their work in history; linking screens and pages, text and images. Across all years, there is little evidence of the work that pupils have done. There is no systematic approach to storing, printing or filing pupils' work in progress or completed tasks. Consequently, class teachers and the subject manager cannot track and evaluate progress so as to evaluate teaching and plan for future lessons.
77. The quality of teaching is satisfactory throughout the school. Teachers have confidence in their own subject knowledge and have developed the skills required to teach the subject. Pupils are not, however, given adequate access to the school's resources in order to experience the full range of tasks they need to cover and to meet their potential. Classroom computers are significantly underused. During the inspection, classroom computers were only seen being used by pupils one occasion. A newly purchased software package, which was bought in to support learning, has had the opposite effect. It restricts pupils' achievement and does not adequately challenge higher attaining pupils. Subsequently, learning is only just satisfactory. Pupils are keen and motivated to learn, but are not being given enough opportunities to do so.
78. Leadership and management of the subject are unsatisfactory. The subject leader has a clear desire to improve the quality of teaching but his role has not been fully developed to allow him to adequately support teachers in their planning and delivery of high quality teaching. Too much time is spent on tasks that could be carried out by other key members of staff such as the technician employed by the school. There is no system to record pupils' achievements or assessments in ICT against locally or nationally agreed standards. There is inadequate monitoring of teaching and learning. Pupils' attitudes towards their work are good but they are not being given sufficient opportunities to develop their skills and confidence.
79. The school has improved its ICT resources well since the last inspection and now has a fully working specialist ICT room that is well equipped with a modern set of networked computers

which are linked to the internet. Teachers are able to project an image onto the wall allowing them to model what the pupils are expected to do. However, the room is quite small and quickly becomes extremely hot and uncomfortable. Each classroom has its own networked computer. Seven classrooms have interactive white boards as does the special educational needs building. These are useful aids in lessons and have had a significant impact on motivating the pupils, particularly in helping them to see at first-hand simulations that reinforce their learning in subjects such as science, mathematics and religious education.

### **Information and communication technology (ICT) across the curriculum**

80. The links between information and communication technology and the rest of the curriculum have not been adequately realised. The use of computers, sensing equipment and digital cameras is not formally integrated into termly planning for all subjects. Teachers' planning for other subjects does not identify regular opportunities for the use of ICT. In some classes, lessons benefit from the recently installed interactive whiteboards. In a religious education lesson, the teacher skillfully combined video clips, digital images and text to make the lesson stimulating and exciting. These opportunities are available to only a minority of pupils.

## **HUMANITIES**

### **Geography**

81. Geography was sampled and no geography lessons were seen. The curriculum is well planned and links with other subjects are encouraged. Pupils benefit from a range of relevant and interesting visits. Leadership and management are confident and effective.

### **History**

82. History was sampled. Two lessons were observed during the inspection; one was good and the other very good. Lively teaching, very good resources and perceptive questioning were strengths.
83. Pupils greatly enjoyed both lessons and, consequently, the learning of all pupils was at least good and for some even better. Schemes of work are comprehensive and encourage links with other subjects like English and art and design. The subject promotes research and investigative skills well and pupils go on a range of interesting and informative trips. Pupils produce large quantities of work, often investigating a wide range of cultures. Leadership and management are effective, although constrained by having too little time to monitor and evaluate in lessons.

### **Religious education**

Provision in religious education is **very good**

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

- The expert management and assertive leadership of the subject
- The good expertise of staff leads to effective planning
- The good balance between learning about religion and learning from religion
- The strong and consistently good teaching and learning across classes and years
- The school does not make enough use of links with local faith communities and their places of worship

#### **Commentary**

84. Committed leadership champions high standards and the importance of the subject. Consequently, teachers put their all into their teaching and pupils catch their enthusiasm and seriousness. Pupils enter fully into their work and are very willing to reflect and think for themselves.
85. Teaching is almost always at least good and often very good. This comes from thoughtful and expert joint-planning backed by training and the guidance of the subject leader. Lessons have clear objectives and teachers check they are met, expecting better attainment from more able pupils. Teaching is not only technically good but is also innovative using sound and role-play to enliven the learning and linking such as Hindu creation stories to expressive art work. Good use is made of visitors and there is good, but not enough, use of visits to a range of places of worship. The subject has a good range of resources for learning and these are used well, including the use of computers and artefacts. Because of the challenging curriculum, pupils respond very well; for example, Year 6 pupils discussed the demanding topic of grief and death with great maturity and depth. The subject contributes greatly to the pupils' spiritual and cultural development; the school could usefully use this good practice in assemblies. By the end of both Years 2 and 6, most pupils' attainment matches the requirements of the locally agreed syllabus and a significant minority of pupils exceed them. Staff make good use of the pupils' own religious experiences; for example, two Jewish pupils telling the others about their visits to the synagogue. A few pupils are withdrawn by their parents from religious education but staff ensure that they use the time profitably. Improvement since the last inspection is good.

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

### **Art and design**

Provision in art and design is **good**

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

- The subject is enthusiastically and effectively led
- Cross-curricular links are being developed well.

#### **Commentary**

86. Four lessons were observed in Years 3, 4, 5 and 6, plus a good range of previous work in other years. Teaching was generally good with skills being taught sensitively and time given to assess work during the lesson. Teaching assistants support pupils with special educational needs perceptively and these pupils enjoy the activities. In a very good lesson, pupils were able to speak confidently about colour, line, detail and mood when comparing two very different styles of painting. The drawings that they produced as a result of this comparison were technically and expressively of good quality. A weakness in some less effective lessons is that pupils are not given criteria against which to judge their work and this detracted from a potentially very good and very expert lesson on design.
87. Displays of pupils' work around the school celebrate their success and show that pupils use a wide range of materials confidently. The school joins with others locally to exhibit pupils' work in 'the gallery in the park', Southwark. This year pupils were part of a project organised with the Tate Gallery, introducing pupils to little known paintings. A link with the National Gallery web-site encouraged pupils to use their literacy skills and write about the characters in a painting – the story behind the picture.
88. The subject is enthusiastically led by the recently appointed subject manager, who has carried out an audit of provision and resources. However, there has been no opportunity to observe teaching and learning within classrooms. Therefore, leadership and management are satisfactory despite these constraints and their effectiveness is improving.

## Design and technology

Provision in design and technology is **satisfactory**

### Main strengths and weaknesses

- The interest of pupils in all age groups is clear to see.
- The accommodation has been re-organised to provide a high quality space in which to teach food technology.
- The teachers prepare effective risk assessments that consider how pupils can be kept safe when working with tools.
- The assessment procedures have not been developed sufficiently to track and evaluate pupils' progress or attainment accurately.
- The pupils are not encouraged enough to record generated design ideas against which finished products can be later evaluated.

### Commentary

89. The small number of lessons observed, together with the selection of completed work, photographic evidence and displays of pupils' work, indicate that standards attained are average and in line with the national expectations at the end of both Years 2 and 6. This is because teachers plan carefully with the guidance and support of the subject leader. Work is linked to a purpose and practical tasks are carried through well. Pupils are occasionally encouraged to evaluate their finished products, but this practice is not widespread.
90. There was too little evidence that pupils are given the opportunity to generate ideas, which can be considered or discarded before the making process begins. During the making process, ideas are shared, discussed and evaluated. Models are modified until they are fit for purpose and of an acceptable standard. In this way, pupils learn that careless or ill-thought-through work is not acceptable. The work seen showed clear links to history, art and design and science and this places learning in context. As they progress up the school, pupils learn from a wide range of projects and even when these are challenging, pupils persevere and are proud of their successes.
91. The quality of the teaching seen in the few available lessons was satisfactory and sometimes good. Teachers explain tasks clearly and develop the use of associated technical vocabulary. They place appropriate emphasis on ensuring that pupils have the opportunity to use relevant materials and tools, while being very conscious of the health and safety issues associated with their use. For example: pupils needing to saw dowel were carefully supervised by the teacher; the glue gun that might be needed to join materials was well labeled and pupils told that it was only to be used by an adult. Planning for the lesson included a comprehensive risk assessment of any potential dangers. This is a relatively new practice in the school that has been introduced by the subject leader. The risk assessments will be included in a bank of resources that can be shared and accessed by all staff.
92. The subject leader has developed a good scheme of work that places firm emphasis on the development of skills. There has been some opportunity for the monitoring of planning and completed work by the subject leader. However, time has not been given to monitor work in classrooms and, consequently, there is not a systematic approach to monitoring teaching so that teachers are able to further develop their existing practice or to support teachers in developing higher levels of attainment for pupils. For these reasons, leadership and management are only satisfactory and they are raising standards. Greater time to exercise these responsibilities is needed to assure consistently high standards and to use to the full the potential and expertise offered by the subject leader.

## Music

Provision in music is **very good**.

### **Main strengths and weaknesses**

- The subject manager is very expert and has a clear vision of the value of music within a balanced education.
- The teaching inspires pupils; they respond enthusiastically.

### **Commentary**

93. Even though only a small sample of lessons was observed, watching pupils perform at other times alongside wider evidence provided by the subject leader suggests that provision is very good and pupils' attainment is above average in Years 2 and 6.
94. Music has a high profile. There are many opportunities for pupils to sing and play both tuned and un-tuned percussion instruments in weekly music lessons led by the subject manager and a part-time music specialist. These lessons provide very good staff development for non-specialist teachers who are actively involved in the lesson. Pupils' enjoyment is very evident from their singing during assemblies, where they sang songs from a range of cultures, to the very good lesson in the Nursery when the children practised rhymes.
95. Pupils have opportunities to learn to play a variety of instruments for example, African drums and the recorder, through the teaching of visiting music staff. As they become proficient there is the chance to perform in concerts within school, as well as in the local church, or as part of the school's carnival. Pupils benefit from a range of professional musicians who attend school to give concerts.
96. Creative music making is actively encouraged with pupils composing their own pieces and recording them for self-appraisal. Musical activities are linked with drama and the Globe Theatre project and with the Horniman Museum where pupils made panpipes and played them in a concert. The subject manager looks for further links with other curriculum areas. Improvement since the last inspection is good because of the strong leadership and management of the subject. The strength of these lie in the way the leader works alongside teachers, leading by example and helping classroom teachers improve.

### **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The curriculum is rich and well organised.
- The range of extracurricular activities is very good.
- The pupils compete successfully in local competitions.
- The subject is well led.
- Health and safety is compromised when all pupils do not wear appropriate clothing for physical activities.

## **Commentary**

97. Standards by the end of Years 2 and 6 are average and in line with national expectations. All pupils achieve satisfactorily. The quality of teaching and learning is sound overall. Only two lessons were seen during the inspection, one in each key stage and, therefore, the full range of judgments cannot be made.
98. The school offers a wide range of extra-curricular activities including, hockey, cricket, gymnastics and football for boys and girls. Older pupils also benefit from coaching at a local girls secondary school for short tennis. The school participates in local competitions and has won many trophies – for example, in swimming, hockey and rounders. As a result pupils have a very good sense of fair play and respect for rules. This participation also contributes to their intellectual, personal, social and health education. However, health and safety is compromised when teachers do not ensure that all pupils are suitably clothed for physical activities. As this hinders pupils' progress, it is an important issue for the school to address.
99. Leadership and management are good. The subject manager is new and only in post since January this year but is already raising standards. The school works beneficially in partnership with a local specialist sports college. Resources are good and used effectively but accommodation is restricted, with no green play areas. Pupils learn swimming at a local swimming pool. The standards have remained the same since the last inspection in 1999 but are now improving.

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

### **Personal, social and health education (PSHE)**

Provision in personal, social and health education (PSHE) is **good**.

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

- There is a good scheme of work in place.
- The good leadership of the subject manager.
- The strong sex and relationships education programme for pupils in Years 1 to 6.
- The wide range of good quality resources.

## **Commentary**

100. At the core of provision is a well planned PSHE scheme of work that is well taught, but other activities also widen and deepen the pupils' learning. Pupils welcome the opportunity to talk about their school and wider experiences and value the opportunity to take a leading role in helping to decide priorities for improvement through the recently formed school council. They relish the chance to take responsibility for their own and others' actions and behaviour. Year 6 peer mediators talk enthusiastically about their training and the role that they have in helping to settle minor playground disputes. Good opportunities are planned in physical education and science to encourage pupils' growing awareness of the need to develop a healthy lifestyle through a well balanced diet and regular exercise. Sex and relationships education is well covered in the science curriculum as well as in PSHE where pupils are made fully aware of how relationships are developed and sustained.
101. There are strong links between assembly themes and the PSHE scheme of work. Assemblies provide pupils with the opportunity to reflect on wider social issues such as 'we are all different', although more opportunities for quiet reflective moments would deepen the impact of these events.
102. Discussion and role play during PSHE lessons make a significant contribution to the pupils' ability to come to their own decisions in a mature way. The effective use of 'circle time'



(opportunities to quietly discuss any difficulties or concerns) helps pupils to 'sort out' their thoughts and emotions when thinking about themselves or others. As a result, pupils are conscious of their responsibilities to others and fully understand what is expected of them both as pupils of the school and also as citizens outside of the school. Pupils are, as a result, polite, sensitive and mature. They are well prepared to challenge incidents of racism and bullying with the conviction that this is not the way to behave.

103. Leadership and management are good; their impact is clear in the quality of provision and strong improvement. The subject leader has developed an effective programme of work for pupils in Years 1 to 6. She provides good advice and guidance to teachers on the teaching of PSHE and citizenship. She has built up a stimulating bank of resources to support teaching and learning. Her role as a subject leader has not yet been fully developed as she has not had enough opportunity to monitor the work of her colleagues in lessons in order to support them in improving outcomes for pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>5</b>
The governance of the school	4
The leadership of the head teacher	4
The leadership of other key staff	4
The effectiveness of management	5

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

*poor (6); very poor (7).*