

# INSPECTION REPORT

## **GORDONBROCK PRIMARY SCHOOL**

Lewisham, London

LEA area: Lewisham

Unique reference number: 100684

Headteacher: Ms S Blyth

Lead inspector: Mr J Bald

Dates of inspection: 6<sup>th</sup> to 8<sup>th</sup> June 2005

Inspection number: 266888

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	536
School address:	Gordonbrock Road Brockley London
Postcode:	SE4 1JB
Telephone number:	020 8690 0704
Fax number:	020 8314 1073
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Nolan-Neylan
Date of previous inspection:	June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Gordonbrock School is above average in size and is growing. More than half of the pupils come from minority ethnic backgrounds with significant numbers from Black Caribbean heritage. A little over a third of pupils speak a language other than English at home, but only a small proportion are in the early stages of learning English. Most pupils join the school with below average standards for their age, chiefly because of limited communication, language and literacy skills. The proportion of pupils with special educational needs is broadly average, but a significant minority have serious difficulties with behaviour. Pupils come from a wide range of backgrounds, but overall the social and economic circumstances of the school are below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17932	John Bald	Lead inspector	English as an additional language
9779	Suzanne Smith	Lay inspector	
17826	June Punnett	Team inspector	Mathematics, music, foundation stage
16760	Dorothy Latham	Team inspector	English, design and technology, art and design
33444	Barbara Saltmarsh	Team inspector	History, geography, special educational needs
31029	Peter Thrussell	Team inspector	Science, information and communication technology (ICT)
32197	Mike Dukes	Team inspector	Physical education, religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Gordonbrock School provides good education.** Standards rise from below average in the nursery to broadly average in Year 6. There has been high staff turnover in recent years, but this has now stabilised, and pupils are making good progress. Long-term achievement is satisfactory in Year 6, and good in other year groups. Teaching and learning are good, with a growing proportion of very good and excellent teaching. Pupils behave very well, enjoy school and work hard. Leadership and management are good overall, with very good leadership from the headteacher and governors. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teachers foster an interest in learning and promote achievement among all pupils.
- The headteacher and governors provide strong leadership and direction.
- Provision for pupils' personal development is excellent.
- The school has very good links and relationships with parents, other schools and the community.
- The school makes best use of a difficult site, but accommodation is inadequate.
- The use of assessment to track progress and plan work requires improvement in most subjects.
- Some teaching assistants are very effective, but others need more training.

The school was last inspected in June 1999. Teaching was then satisfactory, and it is now good. There have been good improvements in management and in provision for pupils' with additional learning needs. Provision for pupils' personal development has shown excellent improvement. Attendance and provision for information and communication technology (ICT) have shown satisfactory improvement. There has been some improvement in assessment, but more is needed. Physical education has shown too little improvement. Overall, improvement since the last inspection has been satisfactory, and the current rate of improvement is good.

### 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	C	C	D	C
science	C	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.*

**Achievement is satisfactory.** The standard of work seen during the inspection showed some improvement on the 2004 national test results. It was broadly average in mathematics and science, but remained below average in English. It represents satisfactory overall achievement, with good achievement in mathematics and science. The provision of pupils who can swim to the nationally expected standard is below average. Pupils in Year 2 were reaching broadly average standards during the inspection, an improvement on the below average national test results in Year 2 in 2004. Achievement in Year 2 is now good. Children in the nursery and reception classes begin with below average standards for their age. During the inspection, they were on track to reach the nationally expected standards in all areas of learning except for communication, language and literacy. This is

good achievement, with very good achievement in their personal, social and emotional development.

**Pupils' personal development, including their spiritual, social, moral and cultural development, is excellent.** Carefully planned and very consistent teaching and support from teachers and all other adults enables pupils to behave very well, develop very good attitudes to work, and to become responsible and mature members of the community. They understand and respect each other's cultures and values. Attendance is broadly average, but some time is lost to holidays taken during school terms. Punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching is good.** Teachers plan interesting lessons that give good scope for creativity as well as ensuring that pupils make good progress in literacy and numeracy. Teaching in almost half of the lessons is very good, and some is excellent. These lessons accelerate learning and achievement, but learning in some other lessons is held back by weaknesses in tracking progress, which means that work does not always give some pupils in the class the right balance of challenge and support.

The school offers a good range of learning opportunities, with good opportunities for the enrichment of learning outside lessons. Its emphasis on developing language and communication skills builds pupils' confidence, and they benefit from the work of many visitors, including authors. Resources for learning are generally good, but accommodation is inadequate, and there is no library. The school is to be rebuilt soon, and the new building will have a library. Provision for pupils' welfare, health and safety is very good, and they receive good support and guidance, with very good additional support for those who most need it. Pupils are very effectively involved in the work of the school. Relationships with parents, other schools and the community are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher's leadership and management, and the work of the governors are very good. The leadership and management of other key staff is good, with very good features, and includes excellent leadership and management of provision in the nursery and reception classes and of provision for pupils' spiritual, social, moral and cultural development.

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

The vast majority of parents and pupils are very pleased with the school, its achievements, and its provision for pupils' personal development. Parents appreciate teachers' additional work beyond the school day.

## **IMPROVEMENTS NEEDED**

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

- Ensure that assessment systems are fully and effectively used in all subjects.
- Take further steps to develop the knowledge, skills and understanding of some teaching assistants.
- Make further improvements in provision for physical education, and particularly for swimming.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is satisfactory, and work seen during the inspection shows improving achievement and rising standards. Pupils are currently achieving well at the end of the reception year and in Year 2. Achievement in Year 6 is satisfactory, with good features. The pattern of achievement is similar for all groups of pupils.

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

- Achievement in Year 6 is good in mathematics and science, and satisfactory in English and ICT.
- Pupils achieve well in creative subjects, and very well in singing.
- Achievement by the end of the reception year is good, with very good features.
- Action to improve reading teaching has had a significant impact on standards in Year 2.
- Management provides equal opportunities for all groups of pupils to achieve well.
- The rising proportion of very good and excellent teaching is boosting achievement.
- Too few pupils can swim the nationally recommended distance of 25 metres.

#### **Commentary**

1. Pupils join the school with below average standards overall, particularly in their communication, language and literacy skills. They make good overall progress in the foundation stage, with very good progress in the reception classes. While standards are still below average overall when they start work on the National Curriculum, pupils during the inspection were on track to reach the early learning goals for their age except in communication, language and literacy. This represents good achievement, with very good achievement in their personal, social and emotional development. Pupils in the reception classes also achieve above average standards in singing in response to very effective teaching.

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

Standards in:	School results	National results
reading	14.5 (15.3)	15.8 (15.7)
writing	13.5 (13.3)	14.6 (14.6)
mathematics	14.5 (15.0)	16.2 (16.3)

*There were 68 pupils in the year group. Figures in brackets are for the previous year*

2. Results in national tests in Year 2 were well below average in 2004, but showed good improvement in 2005, when they reached broadly average levels in all three subjects. There was a particularly strong improvement in reading following a review of teaching instigated by the headteacher. Pupils in Year 2 were reaching broadly average standards in their other work during the inspection. All were making good progress in their speaking and listening skills.



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

Standards in:	School results	National results
English	26.3 (27.0)	26.9 (26.8)
mathematics	26.5 (27.5)	27.0 (26.8)
science	27.7 (29.2)	28.6 (28.6)

*There were 70 pupils in the year group. Figures in brackets are for the previous year*

3. National test results in 2004 were below average, but in line with those of schools with similar starting points. The school met its targets for mathematics and for higher-attaining pupils in English, but not its overall target for English. National test results for Year 6 were not available at the time of the inspection. The standard of work seen was broadly average in mathematics, science and information and communication technology (ICT), though it remained below average in English. The standard of other work seen during the inspection was also broadly average except for singing, where standards are above average, and swimming, where too few pupils can swim the nationally recommended 25 metres. Overall achievement in Year 6 is satisfactory, with good achievement in science and in mathematics and very good achievement in music, particularly singing. It was not possible to observe all subjects fully because of the timetable, but there was further evidence of good achievement in work sampled in art and design, design and technology, history and geography. Achievement in English and ICT is satisfactory, with good features.
4. The overall trend in results since the last inspection has been below average in Year 2, and broadly average in Year 6. Staff turnover has played an important part in these trends, but the position has now been stabilised, and inspection evidence shows a pattern of rising achievement throughout the school. Achievement during the inspection was at its best when information from tracking pupils' progress was used in planning work to meet their learning needs, and improving the consistency of this use of assessment is the most important thing the school needs to do to improve.

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

Attitudes and behaviour are very good and make a positive contribution to learning. Personal development, including the spiritual, moral, social and cultural aspects is excellent. Attendance is broadly average.

### **Main strengths and weaknesses**

- Pupils are happy at school, enjoy their lessons and behave very well.
- Very good relationships throughout lead to a positive learning environment.
- A strong focus on developing personal qualities results in a rapid growth in maturity.
- A wide range of cultural activities stimulates pupils' interest in the world around them.
- The headteacher and senior staff make a very effective contribution to each pupil's personal development.
- Pupils develop a very strong sense of responsibility to the community.
- Pupils consistently understand and respect each other's cultures and viewpoints.
- Too much time is still lost to term-time holidays, despite the school's work to discourage them.

### **Commentary**

5. The school's excellent provision for pupils' personal development, including their spiritual, social, moral and cultural development, leads to very good behaviour and attitudes from all groups of pupils, including those who need substantial extra help with their social development. This aspect of the school's work has shown excellent improvement since the

last inspection and is led and managed excellently by senior staff, particularly the deputy headteacher with responsibility for the area. Its outcome is a happy and harmonious school, in which pupils learn to enjoy their work, to do their best, and to respect each other and their teachers. Consistent reinforcement of the positive contribution of all cultures ensures that all pupils feel comfortable in school, and are able to make their own personal contribution to its work. Teachers and other adults are highly skilled in promoting positive attitudes and behaviour in all of their exchanges with pupils, and assemblies are well planned to promote reflection and understanding of spiritual matters, as well as to reinforce achievement. By Year 6, pupils have developed very good self-discipline and co-operate very effectively with each other and their teachers. They are very well prepared for secondary school.

- Despite the significant minority of pupils with behavioural difficulties, fixed term exclusion has fallen significantly since the last inspection, and there have been no permanent exclusions in the past year. The school provides very effective additional support for pupils whose behaviour puts them at risk of exclusion, using high levels of skill within its senior staff, mentoring and support from outside the school. Exclusion is used only to protect the safety and well-being of other pupils, and its length is kept to a minimum.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	161	3	0
White – Irish	3	0	0
White – any other White background	50	0	0
Mixed – White and Black Caribbean	17	0	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	18	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	15	0	0
Asian or Asian British – any other Asian background	18	0	0
Black or Black British – Caribbean	67	1	0
Black or Black British – African	21	0	0
Black or Black British – any other Black background	25	4	0
Chinese	4	0	0
No ethnic group recorded	23		

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

- Attendance improved immediately following the last inspection. It is now broadly average, although too much time is still lost to holidays taken in term time, despite the school's efforts to discourage this. The school has satisfactory arrangements for promoting good attendance,

and works well with the educational welfare officer (EWO) to deal with cases of poor attendance. Punctuality is good.

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

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.4
National data	5.1	National data	0.7

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

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides good education. Teaching and learning are good, with very good features, but some of the benefits of teaching are lost because of weaknesses in assessment. The curriculum provides a good range of learning opportunities, in and beyond lessons, despite the restrictions of a site that no longer meets the school's needs and is to be redeveloped. Provision for pupils' welfare, health and safety is very good, and they receive good guidance. Pupils are very effectively involved in the work of the school. Links and relationships with parents, other schools and the community are very good.

#### **Teaching and learning**

Teaching and learning are good, and have very good features. Systems for assessing and tracking progress have shown some improvement since the last inspection, but are not yet meeting the school's needs.

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

- Teachers plan interesting lessons, promote very good relationships, and engage pupils in their work.
- Teaching is very good in the reception classes and in music.
- Teachers provide extensive opportunities for pupils to work creatively.
- The headteacher and senior staff monitor teaching closely and take effective steps to improve it.
- Teaching in a minority of lessons is not focused closely enough on pupils' learning needs.
- Some teaching assistants are very effective, but others do not have all of the skills they need.
- Most pupils have regular homework, but it is not always matched to their learning needs.
- Assessment and marking are not used systematically enough to plan work and guide pupils.

#### **Commentary**

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3(6%)	21 (39%)	20 (37%)	10 (19%)	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.*

8. The headteacher and senior staff have given high priority to developing the quality of teaching and to promoting good teaching. Just under half of the teaching is now very good, with a small proportion of excellent teaching. This is a significant improvement since the last inspection, and is a key factor in the school's current rate of improvement. Very good teaching is based on outstanding knowledge and understanding of the subject, which is used to design tasks that are challenging, bright and interesting. Teachers in these lessons have a strong personal

interest in the topics they study, and convey to pupils a clear sense of its importance, generating a strong learning partnership and excellent relationships. They use information from formal and informal assessment to pitch work at the right level for pupils, and make creative links with other subjects. Time is very well managed, resources are very well chosen and used, and the overall effect is to accelerate progress. There were examples of very good teaching in almost all subjects and year groups. The overall quality of teaching was very good in the reception classes, in music, and in specialist teaching for pupils with English as an additional language and special educational needs.

9. The proportion of excellent teaching is small, but makes an exceptional contribution to learning and to pupils' personal development.

### **Example of outstanding practice**

#### **Excellent selection of resources, planning and relationships, transformed a session based on physical education into a highly enjoyable and multi-faceted learning experience.**

A large, multicoloured parachute occupied most of the hall floor, with a segment for each child, the teacher and the teaching assistant. Taking up position around the edge of the parachute, children followed an exciting and challenging range of exercises and activities. Each task used the parachute and children's bodies in a slightly different way to exercise a wide range of muscles. The teacher introduced each change very clearly, matching her tone and the pace of her speech expertly to pupils' capacity to understand. She explained the purpose behind the new activity before giving instructions for it – "Now we will exercise the muscles at the back of our arms – turn your hands over". This combination of explanation and varied activity led to high levels of commitment and concentration from the children, and the whole class worked as a single unit on complex tasks such as allowing the parachute to fill with air, then all sitting tightly round the edge to prevent the air from escaping for as long as possible. The teacher and assistant worked closely together to keep all pupils focused, setting an excellent example by joining in each activity with great enthusiasm. As well as reinforcing basic ideas of colour and number, pupils learned to think about more complex ideas, such as the effects on their heartbeat of exercise and of lying still and daydreaming. Underlying the apparent spontaneity of each activity was meticulous and detailed planning that paid the closest attention to the contribution of each part to the whole and took clear account of all potential health and safety issues. Pupils sensed from the start that this was a special learning experience; by the end, they were fully exercised, mentally and physically, and had received a unique insight into the creative power of excellent teaching.

10. Teaching in most lessons is well planned, with good emphasis on creativity and basic skills, and classes are well managed. Teachers engage all groups of pupils well in their work, and foster good relationships and an interest in learning. Several good lessons have very good features, but small weaknesses, for example in time management. Where teaching is satisfactory, work allows pupils to make adequate progress and often has good features. However, work in these lessons is often focused on one National Curriculum level, and does not use information from assessment to meet the needs of all of the pupils in the class. A small minority of satisfactory lessons also had some weaknesses in managing the class. Teaching is very well adapted for pupils with special educational needs. Specialist teaching and activities for gifted and talented pupils and those with English as an additional language is very good, but some of its impact is lost as it is not followed up consistently in the work they do in their normal lessons. Most pupils receive regular homework, but this is not systematically matched to their learning needs, particularly among older, higher-attaining pupils. Teachers' consistent promotion of positive relationships and attitudes makes an important contribution to learning in all classes.

11. The last inspection found weaknesses in tracking pupils' progress and in using assessment in planning. The school has taken action on this point, and pupils' progress is now tracked in English and mathematics, with personal targets for improving their work. Grouping of pupils according to their learning needs in mathematics promotes teaching and learning by limiting the demands on teachers in each class, and allowing them to focus closely on the needs of each group of pupils. However, assessment outside English and mathematics does not make sufficient use of National Curriculum level descriptions, or their equivalent, either to track progress or to plan work to meet pupils' learning needs. Teachers mark pupils' work regularly, but a significant number do not have systems for pupils to use the guidance provided in marking to improve their work. Action to improve the use of formal and informal assessment is now the most important step the school needs to take to improve teaching and learning.

### **The curriculum**

The curriculum provides good opportunities for learning and for enrichment activities beyond lessons. Resources for learning are good, but there is no library and accommodation is unsatisfactory.

### **Main strengths and weaknesses**

- The Foundation Stage provides a very good range of learning opportunities.
- A well-planned range of visits and visitors enlivens the curriculum.
- There is very good provision for personal, social and health education.
- There are very good opportunities for pupils to work creatively and to take part in the arts.
- There is very good provision for pupils with special educational needs.
- There is a good range of learning activities outside lessons, though many of these incur charges.
- The poor condition of some accommodation, and the lack of a library, are barriers to learning.

### **Commentary**

12. The range of learning opportunities at the time of the last inspection was satisfactory, and is now good. Provision for pupils with additional learning needs has been extended, and there are more opportunities for creative work and better links between subjects. Drama plays an important part in developing both speaking and listening skills and pupils' understanding and feelings for situations and events. The grouping of pupils according to their learning needs in mathematics makes an effective contribution to achievement, though the very wide range of learning needs in some classes in other subjects makes it difficult for teachers to match work to the full range of needs in the class. Overall, the curriculum meets the needs of all groups of pupils equally well. Very good provision for personal, social and health education makes a strong contribution to relationships throughout the school. All pupils receive a good introduction to Italian through links with the Italian embassy.
13. Provision for enrichment of learning outside lessons is good, and had very good features. The school makes extensive and planned use of visits to places of interest, including museums, and there are residential visits for pupils in Years 4 and 6. A wide range of visitors, including parents and well-known authors, and special events stimulate pupils' interest in the world, and extends their cultural development. Additional provision for gifted and talented pupils is effective and there is a good range of popular clubs. Most of these incur charges, but grants are available to enable pupils to take part in residential visits. There is strong enrichment provision for the arts, but few opportunities for inter-school sport.
14. The school buildings are outdated, poorly set out and in some areas in very poor condition. There is no library. The school is soon to be rebuilt. In the mean time, the hard work of staff ensures a satisfactory learning environment, enhanced by attractive and informative displays, which make a strong contribution to personal development and to the working atmosphere of the school. The learning environment in the foundation stage is good. Resources for learning are good and the school has sufficient qualified teachers, several of whom have outstanding

professional skills that are recognised beyond the school. The number of teaching assistants is adequate, but some aspects of their deployment could be improved, particularly in support of pupils with behavioural difficulties. Teaching assistants foster good relationships with pupils. Several also have very good teaching skills, but some need to develop their skills and knowledge of the curriculum further if they are to be fully effective.

## **Care, guidance and support**

Procedures to ensure the care, welfare, health and safety of pupils are very good. The provision of support and guidance based on monitoring is good. Arrangements to seek, value and act on pupils' views are very good.

### **Main strengths and weaknesses**

- Staff know pupils very well, and day-to-day guidance and support are very good.
- Planned opportunities to provide personal guidance permeate the work of the school.
- Monitoring pupils' work does not consistently lead to suitable guidance and challenge.
- There is very effective additional support and guidance for pupils who most need it.
- Pupils grow in confidence and maturity because their views are sought and valued.
- Health and safety issues in the school's difficult site are very well managed.

## **Commentary**

15. All aspects of pupils' welfare, health and safety are systematically and effectively managed, and child protection procedures meet the requirements of the local authority. The management of health and safety on the school's difficult site benefits from the close involvement of a governor who knows the school very well and visits several times each week. The quality of care has improved on the good standards seen at the last inspection. Staff know pupils and their personal circumstances very well. The high levels of mutual respect between pupils and staff ensure that problems are identified and dealt with at an early stage. The school is prompt in seeking support from outside agencies where this is needed. The school has worked hard both to promote healthy eating awareness and to ensure that school menus are appealing and offer good food value. As a consequence pupils show high levels of interest in maintaining a healthy diet. Guidance about standards of behaviour expected is very effective and ensures pupils have best access to the learning opportunities provided. Supervision of pupils at work and play is of a high standard.
16. Pupils receive very good guidance on their personal development, both through the very well planned personal, social and health education programme and through day-to-day contact with all adults. The guidance provided by the headteacher and senior staff in their relationships with pupils is particularly thoughtful and effective. Academic guidance to pupils based on monitoring their work is good. Pupils have targets to improve their work, and most know what they need to do to meet them. Specialist mentors are used well where they are needed. The quality of guidance in marking and other assessment, however, needs to be made more consistent. Pupils have good guidance on their transfer to secondary school.
17. The school council is well organised and effective. Members keep in touch with other pupils, and their views are taken seriously by the headteacher and governors, with action to improve the school environment as a result. Consistent interest from all adults in pupils' views helps develop their confidence and a sense of responsibility in thinking about what they say.

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

There is a very good partnership between the school and parents. Very good links with other schools and the community enrich learning and personal development.

### **Main strengths and weaknesses**

- Parents provide enthusiastic support, feel well informed and are regularly consulted.
- Parent forums provide an excellent additional channel of communication.
- Very effective partnership with other schools maximises the use of resources
- Strong community links enrich learning and support personal development.
- The leadership of the Lewisham voices choir is outstanding.
- Staff give generously of their time and talents to support activities with parents and the community.



## **Commentary**

18. The school has a very good relationship with parents, who provide high levels of support. Consultation through annual parent questionnaires show they are increasingly pleased with what the school provides and achieves. Parents feel very well informed through well-written newsletters, the governors' annual report and the school prospectus. The governors' report does not, however, provide an update on progress towards targets set at the last inspection. A new and very informative school website has had over 2000 visits in its first six weeks.
19. Pupils' annual reports are thoughtfully prepared and most have carefully considered evaluations of attitudes and personal development. Information about what children know and can do is good overall, particularly in English and mathematics. There are some good examples of targets that help parents understand what their children need to do to improve, although some targets are too general to be of real help. The school provides very good opportunities for parents to discuss progress at parents' evenings and at other times. Family learning groups and parents' forums are effectively targeted to enable the school to reach parents from all ethnic groups, and are used very effectively to help these parents to support their children at home and in school. Parents share in the leadership of these forums. Parents are very actively involved in lessons and willingly help out with trips and visits. The parents and teachers association is very active and raises considerable funds to enhance learning opportunities. Parents told inspectors how much they appreciated teachers' regular attendance at social events.
20. Very effective links with other schools, both locally and abroad, provide very good professional development for staff as well as extending learning opportunities. The school is part of a project that links it with others in Norway, Italy and Spain to promote cultural awareness. Very effective links are developing with secondary partners that smooth the transition from Year 6 to Year 7 and promote continuity in the curriculum. The school uses resources within and beyond the local community very well. Pupils take part in carol services at the local church and numerous musical performances. Links with a local football club support targeted pupils and their parents in literacy, numeracy and ICT. The Lewisham Voices choir is based at the school. Several members of staff and governors sing with it and it are led to an excellent standard by the music co-ordinator.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good, and the work of the governors is very good. The headteacher's very good leadership, with the clear sense of direction and involvement of the governors, has established a good current rate of improvement in the school. The overall quality of leadership and management of other key staff is good, and the best is outstanding.

### **Main strengths and weaknesses**

- The headteacher's leadership is based on very clear understanding of the school's position, supported by very effective development planning and management systems.
- Governors are very well organised, have a very good range of skills, and are in close touch with the school.
- Leadership and management are excellent in the foundation stage and in provision for pupils' personal development, and very good in English, special educational needs and music.
- The headteacher and governors manage relationships with parents and the community very effectively.
- The headteacher and senior staff monitor the quality of teaching and learning to a high standard.
- Leadership and management actively promote all aspects of pupils' personal development and well-being.

- Management has not yet ensured consistent use of assessment procedures throughout the main school.
- The headteacher, governors and senior staff have been very effectively involved in the design of the school's new building.

### Commentary

21. The headteacher had had full responsibility for the school for 5 terms at the time of the inspection. She provides strong and clear leadership, based on enabling all pupils to achieve the highest standards of which they are capable, and on commitment to the best possible provision for their personal development. The school improvement plan is clear and well organised, with suitable priorities, and is carried into practice effectively, with the aid of clear management structures. A positive approach to monitoring teaching and learning gives her a clear view of strengths and weaknesses, and has contributed much to the rising proportion of very good teaching seen during the inspection. The abilities of the most talented teachers are fully recognised, and there is a strong sense of teamwork among the staff. Governors, parents and staff said that they appreciated the headteacher's approach and that it had had a strong impact on all aspects of the school's work. Management initiatives on teaching methods have contributed to improved test results in Year 2 this year, and have begun to improve standards reached by Year 6.
22. The contribution to management of other staff is good, with some very good and outstanding features. Excellent leadership and management in the foundation stage have created a pattern of strong achievement despite continuing staff turnover, and enable children from a very wide range of backgrounds to settle in and make a good start in school. Leadership and management are also very effective in English, special educational needs and music. Some aspects of management, however, need to do more to ensure consistency across the school. Assessment is used effectively in English and mathematics, but is not yet systematic enough in other subjects, leading to some weaknesses in the match of work to pupils' needs. Very good provision for English as an additional language and gifted and talented pupils in specialist teaching and activities is not consistently reflected in these pupils' learning in their normal classes. Performance management for teaching assistants has begun, but has not yet ensured that all have the skills they need to help tackle the full range of pupils' learning difficulties. Excellent management of provision for pupils' personal development has led to a wide range of carefully focused initiatives that make a key contribution to equal opportunities for all pupils and to the school's relationships with all groups of parents.
23. The governing body is broadly based, with a wide range of skills and experience, very well organised and in close touch with the school. The overall quality of its work is very good, and experienced governors have played a key role in guiding the school through difficulties caused by staff turnover. Governors have worked closely with the headteacher and staff to ensure that the planned new building meets the school's needs as closely as possible. They monitor standards closely, and carry out regular, focused visits that are of great help to the strategic direction of the school. Governors have worked closely with the headteacher in improving the quality of school meals, and manage finances effectively, with very good regard for the principles of best value. The balance carried forward will contribute to the development of the new site and library. All statutory requirements are met.

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

Income and expenditure (£)		Balances (£)	
Total income	1,889,930	Balance from previous year	102,077
Total expenditure	1,794,919	Balance carried forward to the next	197,088
Expenditure per pupil	3,204		



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

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

Overall provision is good, and very good in the reception classes, where teaching and learning are very good and at times excellent. Staff work well together and plan effectively. Teachers assess and track children's progress closely, and make very effective use of the information from this assessment in planning work. They have organised their use of potentially difficult accommodation very effectively, to create a good environment for learning, enhanced by attractive and inviting displays. Overall achievement from pupils' starting points is good, and very good in their personal, social and emotional development. There has been good overall improvement since the last inspection.

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

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

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

- Children receive a very effective introduction to the nursery, and are happy to come to school.
- Children are encouraged to choose activities for themselves
- Behaviour is very good.
- Children learn to co-operate very well with their teachers and each other.

#### **Commentary**

24. Before they start school children and parents have the opportunity to visit and the teaching staff make sure they are welcomed. This means that when they join the school children know their surroundings and settle quickly and happily to school routines. Teaching and learning are very good. All staff engage with children on a personal basis. They foster an interest in learning, and encourage children to choose their own activities, so that they become increasingly independent and work well together. Behaviour is very good because all staff consistently expect it to be and use the school's procedures effectively. Children are happy to take turns and respect the needs of others. Children are likely to meet, and some exceed the expected levels by the time they have completed the reception year.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teachers and other adults are skilled in speaking clearly to pupils and ensuring they understand.
- There are good opportunities for constructive role-play.
- There is consistent emphasis on developing children's language in all activities.
- Specialist teaching for children with English as an additional language is not always reinforced in lessons.

#### **Commentary**

25. Teaching is good, and very good in its promotion of speaking and listening skills. Staff give pupils a very good model of communication in English, and this leads pupils to take an active part in discussion and conversation. Children who speak English as an additional language receive effective support from specialist staff; this is supported well in the reception classes,

but sometimes needs more reinforcement in the nursery. Children learn the names and sounds of the alphabet, and by the end of the reception year a few link the sounds represented by letters to words when reading books. Some children can write their names and are beginning to read simple words confidently. Children enjoy the role-play areas, and there are many opportunities for children to act out their experiences and make up stories during role-play activities. Pupils join the nursery with greater lower standards in communication, language and literacy than in other areas of learning. Despite the quality of provision, only a small number are on track to reach the standards expected for their age by the time they leave the reception classes. Their overall achievement is good.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers provide many good practical activities to help learning.
- The school's focus on language development promotes clear understanding.
- There are good links between mathematics and other areas of learning.

### **Commentary**

26. Teaching, learning and achievement are good. Every opportunity is taken to encourage the children to count confidently and correctly across a wide range of activities. When playing in the sand and water the children learn about capacity and can compare how much different containers hold. All adults encourage children to discuss their thinking in mathematics. They provide them with a very clear model of accurate English, and ensure that they understand what they are doing. Children have good number knowledge and are likely to meet or exceed the learning expectations for their age by the end of the reception year.

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

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

### **Main strengths and weaknesses**

- Children have ready access to the natural world in the outside areas
- Children achieve well, especially in their use of computers

### **Commentary**

27. By the end of the reception year, nearly all children are on track to achieve the standards expected for their age. Many planned activities give them an increasing understanding of their growing world and the local environment; this is enhanced through the very good provision in the outside areas. There are good opportunities for the children to practise their designing skills and many make thoughtful models. They begin to understand the difference between past and present. A significant number use the mouse tool on the computer with good dexterity. They are good at moving objects across the screen and use drawing and painting tools well. Teaching, learning and achievement are good.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**

## **Main strengths and weaknesses**

- Children learn to use a variety of tools safely
- The outside areas are used well to encourage large muscle development
- Teachers provide a wide range of well-planned activities.

## **Commentary**

28. Teaching, learning and achievement are good. Children learn to use scissors safely and with increasing control and to hold pencils and pens correctly. The outside areas in both the nursery and reception are used very well so that children have many opportunities to run and play, using a variety of toys to help them develop co-ordination skills. Most children pedal and push vehicles with good control and dexterity. They use the clambering apparatus with a sensitive eye on the needs of other users. The quality of teaching and learning in this area are very good, and the best is excellent (see cameo in PART B, Teaching and Learning). By the end of the reception year most children are on track to meet the expected standards for their age.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Pupils benefit from a wide range of activities, in which all take part.
- Pupils have opportunities to use a good range of resources and media.
- The good opportunities for role-play.
- Pupils in the reception classes reach above average standards in singing.

### **Commentary**

29. The children enjoy all the creative activities that are offered. Most play well together, although some of the youngest children in the nursery still play by themselves. Children become absorbed in painting and model making, and the older children play well together when dressing up and making up their own stories. Pupils respond very well to the skilled music teaching they receive, and reach above average standards by the end of the reception year. Teaching, learning and achievement are good, and most children are on track to reach the expected standards for their age.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good, and the best teaching is excellent.
- There is a good balance of learning activities, including good provision for speaking and listening.
- Enrichment of learning beyond lessons is very good, with outstanding features.
- Specialist teaching for pupils with English as an additional language is very good, but provision for their language development across the school needs to be made more consistent.
- Teachers make very effective use of ICT
- Work in Years 3 to 6 is not always matched closely enough to the full range of learning needs in the class.

- Independent reading and research skills are held back by the lack of an effective school library.

## Commentary

30. Pupils begin with below average standards and make good progress to reach broadly average standards by in all aspects of the subject by Year 2. National test results were broadly average in 2005, and showed sharp improvement from low standards reached in 2004. This is partly due to effective recent action to increase the emphasis on teaching the links between letters and sounds (phonics). Standards in Year 6 are below average, because progress has been affected by the high turnover of staff since the last inspection. However, pupils are currently making good progress, and excellent progress in response to the best teaching. Overall, achievement by Year 6 is satisfactory, with good features, and good in Year 2. Pupils with English as an additional language, those with special educational needs, and pupils who are gifted in English achieve well, with outstanding achievement in individual cases. The school has taken effective action to ensure that boys achieve as well as girls.
31. Pupils throughout the school achieve well in speaking and listening as a result of careful promotion of these skills in all subjects, including good use of additional drama lessons. Pupils make good progress in handwriting, and have regular spelling tests, but most do not follow up the guidance in marking closely enough, or work systematically to deal with their own errors. Pupils achieve well in creative writing, and the quality of some of the highest-attaining pupils' work in this area is exceptional. Work on display included very good examples of reflective writing, including perceptive work on the damage done by racism, and on approaches to successful learning. Most pupils read accurately by Year 6, and higher-attaining pupils' work shows very good understanding of fiction. However, some pupils in Year 5 do not read as accurately as they need to, and pupils' opportunities to read to find things out are hampered by the lack of a library.
32. Teaching and learning are good, and range in individual lessons from excellent to satisfactory. This good teaching has raised standards in Year 2 this year, and is now having a significant impact on standards in Year 6. Teachers manage classes well, plan a good range of work to engage and interest pupils, and integrate class teaching effectively with special events. Assessment procedures are good; they contribute well to lesson planning in Years 1 and 2, and in most classes in Years 3 to 6. In a minority of Year 3 to 6 lessons, however, teachers do not make enough use of the information they have from assessment to ensure that work meets the needs of all pupils in the class. Specialist teaching for pupils with English as an additional language and for those with special educational needs is very good. Planning in many lessons, however, does not make enough provision for the language development of pupils with English as an additional language, and this restricts the benefits to these pupils of their very well thought out specialist teaching. Pupils concentrate and collaborate well. Teachers promote speaking and listening well, and make good use of questions to encourage pupils to express themselves and to check their understanding. Teachers' use of ICT is very good, and at times outstanding.

## Example of outstanding practice

**Excellent planning and use of ICT and media gave pupils very good understanding of the demands of television and print, and enabled them to make and evaluate their own presentations.**

The lesson began with an enthusiastic and lively review of the previous lesson's work on the role of expression, tone and gesture in communication in television, in contrast to the demands of writing. Pupils then worked in small groups on their own presentations, based on a range of story lines on the theme of conflict and resolution. Topics were chosen to meet the range of learning needs in the class, and discussion was keen, focused and co-operative. Pupils then showed high levels of skill in using camcorders to film their

presentations, and one group edited its film using ICT. They then evaluated their own and each other's presentations, using the criteria they had identified at the start of the lesson. Each group recorded its evaluations using questionnaires prepared by the teacher, and reported to the class on strengths and weaknesses in the work. Finally, the class watched the edited film with great enjoyment.

33. Very good leadership and management are making an important contribution to improving the department. The co-ordinator knows the subject very well, and has recently introduced several effective initiatives, including improved emphasis on speaking and listening, and on teaching phonics in Years 1 and 2. Opportunities to enrich learning beyond lessons include frequent visits by authors, book weeks, a weekly bookshop, visiting theatre groups, and visits for older pupils to the theatre; these enhance the learning opportunities pupils enjoy. Improvement since the last inspection is good. Standards and the quality of education in Years 1 and 2 have improved, following a dip, and there has been a good improvement in the range of writing and in provision for speaking and listening. The school is in a very good position to improve further.

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

34. Provision is satisfactory. It is good in speaking and listening, where discussion and drama are often used well to reinforce and extend learning, with effective contributions from specialist teachers. It is satisfactory in writing, where some tasks, such as retelling stories for younger pupils, are well designed to contribute both to the subject and to literacy, but some others are not planned to consolidate and develop specific skills in writing. Provision for reading is satisfactory. Teachers make good use of additional collections, but the lack of a library restricts the development of independent research and library skills. A library is included in the school's rebuilding plan.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- All groups of pupils achieve well as a result of good teaching.
- Higher-attaining pupils often reach very high standards by Year 6.
- Leadership and management are good, and pupils are grouped effectively to meet their learning needs.
- Good opportunities for speaking and listening contribute to learning and understanding.
- Marking does not give pupils enough guidance on improving their work.
- Resources for learning are good, but ICT is under-used.
- Some teaching assistants are most effective, but others do not have the skills they need to support learning.

### **Commentary**

35. Pupils begin with below average standards, and their weak language and literacy skills are a barrier to achievement. Results in Year 2 national tests in 2004 were well below average, but showed very good improvement to reach broadly average levels in 2005. This followed the school's introduction of rigorous tracking and targeting of individual pupils' progress. Year 6 pupils reached average standards in 2004 national tests, and the standard of work seen during the inspection was also broadly average. A significant proportion of pupils in Year 6 were reaching above average standards, with some very high achievement from the highest-attaining pupils, who were working at a level above that expected for fourteen-year-olds. Overall, achievement is good among all groups of pupils.

36. Teaching and learning are good, and the best teaching is excellent. Teachers expect pupils to work hard and to achieve well. They know the subject well, and use questions effectively to



check that pupils understand the work and to clarify their thinking. This is effective for most pupils with weak language and literacy skills, though some pupils with English as an additional language need further support to ensure that they fully understand the work. There is particularly challenging work for higher-attaining pupils in Years 5 and 6. Lessons make use of a good range of resources for learning, and there is some good use of relevant ICT programs. Overall, the use of ICT is satisfactory, but could usefully be developed further. Teaching assistants are effective in some lessons, but in others do not have experience, skills or knowledge to help pupils tackle their learning difficulties. Mathematical displays in classrooms help pupils to see number as an everyday activity and this gives them confidence. Assessment of individual pupils' progress is good, although teachers sometimes miss opportunities when marking work to show how pupils can do better.

#### **Example of outstanding practice**

#### **Excellent numeracy teaching to a higher-attaining group in Year 5 enabled all pupils to develop logical thinking and to organise information to use in solving problems.**

Pupils began with a complex money-based problem involving several stages of reasoning, which they had to make explicit, using a range of very effective jotting and recording techniques suggested by the teacher. A fifth of pupils who were not quite as strong as the others were fully involved through highly effective support from a teaching assistant, whose rigorous questioning ensured that they succeeded in solving problems. As the lesson proceeded, problems became increasingly complex, and pupils had to decide on which elements of information were and were not relevant. The teacher promoted effective use of mathematical vocabulary throughout, and gave very clear explanations, illustrated with an interactive whiteboard. A final session consolidated pupils' skills and understanding as the teacher worked through a further example using the whiteboard to present it clearly and ensure that pupils understood. Throughout the lesson, the room buzzed with enthusiasm; pupils enjoyed the challenge and showed excellent attitudes. By the end of the lesson, all, including those with English as an additional language, were reaching an above average standard, and were on track to reach above average to well above average standards in their national tests in Year 6.

37. Leadership and management are good. There is a clear policy and action plan that clearly identifies the next steps for improvement, and senior staff have a clear view of the subject's strengths and weaknesses. The last inspection report identified some weaknesses in teaching and assessment, mainly in Years 3 to 6. These have been tackled, and overall improvement since the last inspection has been good.

#### **Mathematics across the curriculum**

38. Numeracy is promoted well across the curriculum. Pupils use their number skills to make quick calculations during early morning 'warm up' sessions, and the school has successfully developed good links with other subjects. Good use is made of mathematics in science for measuring and recording investigations. In Year 6, pupils handle data effectively using ICT.

### **SCIENCE**

Provision in science is **good**.

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

- A strong focus on scientific enquiry is leading to rising standards in Year 6.
- Teaching is well adapted to the needs of the pupils, and promotes clear thinking.
- There are some weaknesses in assessment and marking.
- There are good links with other subjects, and effective contributions to literacy and numeracy.

## Commentary

39. Standards are broadly average in Years 2 and 6. Good teaching and learning, and pupils' very good attitudes, are enabling all pupils to achieve well. A developing emphasis on investigative science is helping pupils to learn from first hand experiences; this helps to develop their scientific understanding and skills, and further contributes to their improving rate of progress. A good example occurred in Year 6 lessons, where pupils had designed and constructed buggies with electric motors, and were asked to discuss and plan how improvements could be made to their performance. They drew on their scientific knowledge and understanding, and begin to plan how improvements could be carried out, and differences in performance measured and recorded. This Year 6 work also showed good development of literacy skills.
40. Teaching and learning are good overall, and at times very good. In the most successful lessons, teachers have high expectations and make sure that pupils find things out for themselves. Adult support in these lessons is used effectively, through questioning and talking, and developing scientific vocabulary. In a Year 2 lesson, pupils investigating how string telephones work considered how different strings and containers affected the quality of sound. Very effective planning in a mixed Years 3 and 4 class led to very thoughtful investigation of air resistance as an example of scientific forces. In a minority of lessons, learning goals were not used to design activities that fully challenged all of the pupils in the class; when this happened, pace slackened and some pupils learned less than they should. Planning is hampered by weak assessment, which does not use National Curriculum levels effectively to ensure that work is pitched at the right levels for pupils. This is the main obstacle to improving teaching across the school to the standard seen in Year 6. Marking is inconsistent; at its best it provides constructive comments, informing pupils how well they are doing against clear objectives; at times, however, it merely provides a general comment when some guidance would have helped the pupil.
41. Leadership and management are satisfactory, and have good features. The co-ordinators understand the strengths and weaknesses in current provision, and have suitable plans for improving assessment. The quality of other aspects of provision, however, still depends too much on the strengths and weaknesses of individual teachers, and more needs to be done to ensure consistency in teaching and learning between classes. Current work in Year 6, however, shows improved achievement since the last inspection, and the overall quality of teaching has risen from satisfactory to good. Overall, improvement since the last inspection has been satisfactory.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- There has been good improvement since the previous inspection and standards have risen.
- The subject is well co-ordinated.
- Whole school assessment procedures have yet to be developed.

## Commentary

42. By Year 2 and Year 6 standards are average. All pupils are achieving satisfactorily. This shows good improvement since the last inspection when standards were below average and the provision was not sufficiently developed. The school recognises that assessment procedures have yet to be fully developed in order to further raise standards and achievement. Some remaining lack of confidence in teaching the subject is also holding down standards.
43. The overall quality of teaching and learning is satisfactory. One very good lesson was seen in Year 1. This lesson was very well planned and prepared with clear learning intentions. The

teacher had very high expectations of behaviour and as a result pupils settled immediately to the lesson and their tasks. They worked independently throughout the lesson and learning was very productive. This resulted in good progress being made in using an index on a CD-ROM, with many pupils achieving high standards. Other lessons also provided opportunities for pupils to work independently. However, introductions were not always fully effective, leaving some pupils unsure of what to do. In another lesson, interruptions by pupils who were unsure of what to do slowed the pace of learning. Teaching assistants generally provide adequate support; in better lessons they are more actively involved in teaching and learning rather than just keeping a check on what pupils are doing.

44. In the lessons observed pupils mostly worked at computers in mixed ability pairs. Pupils co-operated well and activities were shared, with some support being given by the more able partner. However, this tended to restrict the progress made by higher-attaining pupils, and did not always provide effective support for those who learned more slowly. The lack of a record of assessment, to provide a clear indication of the levels at which pupils could be expected to work, to an extent, restricts their progress. Planning does not indicate sufficiently how different pupils of differing ability will be challenged and supported in order to raise achievement.
45. Leadership and management are satisfactory. Since the last inspection a scheme of work, based on national guidelines, and a policy have been put in place and regular staff training has been provided. An ICT suite is now operational and lessons are regularly timetabled for all classes, with opportunities both to be taught skills and to apply them to literacy and numeracy. Classrooms are equipped with their own computers, some being linked to interactive white boards. Some monitoring has taken place that has helped to identify key areas for development. Overall, improvement since the last inspection has been satisfactory.

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

46. Provision is satisfactory. Curriculum planning takes increasing account of the uses of ICT to support learning and appropriate resources are being introduced. The most effective work occurs when resources are very clearly linked to learning goals, as in the two excellent lessons illustrated above. In some lessons, however, pupils work at computer programs that are not directly linked to the lesson, and this is significantly less effective.

### **HUMANITIES**

47. Religious education was inspected fully, and **history** and **geography** were sampled, mainly by analysis of pupils' work. The quality of work seen in both subjects was good. The use of drama in a history lesson added excitement and fully engaged the pupils in their learning. Children were well supported in one of the geography lessons with well-selected resources to support enquiry into physical and human influences on the landscape. Teachers made good use of interactive whiteboards when they were available.

### **Religious education**

Provision in religious education is **satisfactory**.

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

- Lively and interesting work makes pupils enthusiastic for the subject.
- Pupils have good understanding of some world faiths, but weaker understanding of Christianity.
- The overall quality of teaching is good.
- There are no adequate arrangements for tracking and assessing pupils' progress.

### **Commentary**

48. Standards are in line with those set out in the locally agreed syllabus, and the achievement of all groups of pupils is satisfactory. By Year 2 pupils know about Bible stories such as Christmas and Easter, and how these festivals are celebrated by Christians. They also begin to develop an awareness of Hinduism. As they progress through to Year 6, their knowledge of world faiths deepens and they can give a good explanation of what it means to be a Muslim or a Sikh. However, their knowledge and understanding of Christianity is less detailed.
49. The overall quality of teaching and learning is good, and ranges in lessons from very good to satisfactory. In the better lessons the teachers skilfully select material to appeal to pupils, and present it in a sparkling and exciting manner. For example, in a Year 3 and 4 lesson linked to feelings and group membership, the teacher let pupils handle moving photographs of people in emotional situations. She used a brisk and lively approach to set a succession of short tasks. As a result, pupils showed good interest and went on to work enthusiastically on their discussions and written tasks. Some other lessons were less successful because teachers planned tasks that demanded too little; in a minority of lessons, the pace of work and achievement was barely satisfactory as a result. Assemblies make a good contribution to pupils' understanding of religious values and beliefs. Representatives of faith communities provide a helpful resource and pupils benefit from visits to St Andrew's Church and to a Sikh Gurudwara.
50. The co-ordinator has had responsibility for the subject for a very short time. Leadership and management are satisfactory, statutory requirements are met, and the co-ordinator has established a clear initial view of strengths and weaknesses. Assessment and the quality of teaching, however, need further development to bring provision up to a good standard. The subject has improved satisfactorily since the last inspection.

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

51. Music and physical education were inspected fully, and design and technology and art and design were sampled. Because of the timetable, the range of work available for sampling in **design and technology** was too limited to support judgements on its overall quality. However, discussions with pupils showed that they enjoyed the work, and there was interesting work on display. A very good science lesson in Year 6 was based on modifications to electronically controlled models that had been made in design and technology.
52. The quality of work sampled in art and design ranged from good to very good, and the consistency of displays throughout the school indicated that inconsistent provision seen at the last inspection had been effectively dealt with. Much of the work on display is of very high quality, including beautiful sunflower pictures and interesting and attractive combinations of fabrics in pupils' weaving, made on looms they had constructed themselves. Pupils' work is assessed and tracked well, and most make good use of sketchbooks, though in some classes these are not used frequently enough. ICT is used well, with good software and good use of cameras. There is a successful art club, and a good programme of visits to galleries and museums. Additional activities for gifted and talented pupils are successful, and led to very good paintings as part of the school's centenary celebrations. Art and design makes a very effective contribution to pupils' personal development by showing them the importance of beauty and by brightening their learning environment.

### **Music**

Provision in music is **very good**.

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

- The co-ordinator has high levels of professional knowledge and understanding, has high expectations, and is a talented conductor.
- Curriculum enrichment for pupils and members of the community is excellent.
- Informal assessment and feedback are very good, but there is no systematic tracking of pupils' progress.

- Standards throughout the school are above average in singing.
- Work in music promotes clear pronunciation and expressive use of English.

## Commentary

53. Standards have improved since the last inspection. They are now broadly average throughout the school, but above average in singing, because of the skills of the co-ordinator and accompanist in promoting clear and expressive singing in lessons, assemblies and productions. Overall achievement is very good from pupils' starting points. The choral group Lewisham voices extends this high quality of singing to the school's work with the community. A rehearsal during the inspection was of excellent quality, and benefited from sensitive and highly skilled coaching and conducting from the co-ordinator.
54. Teaching and learning are very good. Teachers create a positive learning atmosphere, based on high expectations and very clear planning that includes a broad range of musical activities and enables all pupils to succeed. Pupils' behave very well, try hard and enjoy their work, developing good understanding of rhythm and basic musical structure. Pupils with special educational needs and those who speak English as an additional language are given extra support during lessons by adapting instruments and modelling of techniques by other pupils. Informal assessment is used well to pitch work at the right level for pupils, and they receive finely-judged and sensitive feedback. However, formal assessment is underdeveloped, and there is very limited use of ICT.
55. The subject is confidently and expertly led by the co-ordinator, who provides very good support for staff and promotes the subject very effectively within the school, with strong support from the headteacher and senior colleagues. Music makes a strong contribution to pupils' spiritual, social and cultural development. The choir is very active, and takes part in many external concerts. Pupils have participated in African drumming and the London Symphony workshops led by visiting ensembles. The samba band and the school's focus on multi-cultural music enhance the curriculum, resulting in excellent enrichment. Resources are adequate and well organised. Accommodation is cramped and difficult to use, but this will change following re-building. Improvement since the last inspection has been very good.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- A good range of equipment enables all pupils to be physically active in lessons.
- Standards are above average in dance, but significantly below average in swimming.
- Teaching has good features, particularly in dance.
- A small number of pupils avoid exercise by not bringing their kit.
- Arrangements to assess and track progress are under-developed.

## Commentary

56. Standards are broadly average throughout the school except for dance, where they are above average, and swimming, where the proportion of pupils who can swim 25 metres unaided is significantly lower than in most schools. All pupils, including those with special educational needs, achieve as well as those in similar schools and overall achievement is satisfactory.
57. Teaching and learning are satisfactory, and range in individual lessons from satisfactory to very good. In a very good dance lesson in Year 3, pupils showed a wide range of ability, including a group of boys who were reluctant and self-conscious. The teacher used brisk, lively teaching with modern music, and praised the pupils' efforts with great care and sensitivity. As a result, pupils enjoyed the lesson and felt confident to work hard and achieve very well in developing their dance steps. In other lessons, teachers made good use of resources to give all pupils good opportunities for practising skills. Some lessons, however, had weaknesses in time management and in planning that led to learning that was only just satisfactory. A small number of pupils in each class often miss lessons because they do not bring kit. The school does not condone this, but it has no system in place for making

alternative arrangements. Teaching assistants provide effective support to pupils with special educational needs. However, there was one occasion during the inspection when there was not enough support for pupils with behavioural difficulties.

58. Current leadership and management are satisfactory, but there has been too little development in the subject since the last inspection. The recently appointed and enthusiastic co-ordinator has begun observing lessons, but he does not yet have a clear picture of the strengths and weaknesses in the subject. As at the time of the last inspection, assessment is inadequate. Sporting opportunities for older pupils enrich the curriculum satisfactorily. Activities include football, cricket, netball and ju jitsu. There are limited opportunities for pupils to participate in inter-school physical education and sport.

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

59. Provision is very good and meets all statutory requirements. The school sees personal, social and health education as a major facet of its work, and its provision extends to all aspects of relationships between adults and pupils, as well as to formal lessons. Teachers, teaching assistants, mid-day assistants and all other adults speak thoughtfully to pupils at all times, promoting their understanding of living in a community, and helping them develop a sense of responsibility. There is particularly close and effective attention to the personal and social development of pupils whose behaviour puts them at risk of exclusion. This begins at an early stage in their school career and is very consistent. Pupils have many opportunities to take responsibility, and understand the importance of carrying out duties in a friendly and conscientious way. The school has worked with the contractor for its lunches to improve the content of lunches, and to explain the importance of healthy eating to pupils. This has made an important contribution to pupils' diet, and the scheme has attracted wider attention in the local education authority. Formal teaching is very good. Lessons are planned sensitively to guide pupils on key elements of their personal development, and make an important contribution to their confidence and maturity. This element of the school's work makes a key contribution to pupils' moral and social development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	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	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3



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