

# INSPECTION REPORT

## **HERONSGATE PRIMARY SCHOOL**

Greenwich, London

LEA area: Greenwich

Unique reference number: 100158

Headteacher: Mr N J Prockter

Lead inspector: Colin Henderson

Dates of inspection: 4 - 7 July 2005

Inspection number: 267000

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	455
School address:	Whinchat Road London
Postcode:	SE28 0EA
Telephone number:	02083170809
Fax number:	02088541630
Appropriate authority:	Local education authority
Name of chair of governors:	Barbara Cooley
Date of previous inspection:	July 2003

## **CHARACTERISTICS OF THE SCHOOL**

Heronsgate is a larger than average urban primary school that serves its local community. Most pupils come from mainly rented housing on the nearby Thamesmead estate, an area with considerable social and economic deprivation. Forty-six per cent of pupils are entitled to free school meals, which is well above the national average. Over 50 per cent of pupils come from a wide range of minority ethnic backgrounds and 40 per cent are of United Kingdom ethnic background. Twenty per cent of pupils speak English as an additional language, which is well above the national average. Some are at early stages of English language acquisition. The school has high levels of pupil mobility. Some enter the school at different times during the school year, with disrupted or little prior schooling. Many start from a very low base in language and literacy. Attainment on entry to the school is well below the national average. Over 26 per cent of pupils have special educational needs, which is above average. They have a wide range of educational, emotional, behavioural, communication and sensory needs. The school has had high level of staff turnover in recent years. The new headteacher has only been in post since January 2004. The school has benefited from being part of the pilot Intensifying Support Project and employs learning mentors, as part of the Excellence in Cities project, to support pupils experiencing difficulties. It has very recently been awarded the Basic Skills Agency's Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23742	Colin Henderson	Lead inspector	Mathematics Physical education Personal, social and health education and citizenship
32677	Brian Horley	Lay inspector	
1963	Sibani Raychaudri	Team inspector	English Music English as an additional language
32287	Mary Clennett	Team inspector	Information and communication technology Art and design Design and technology Foundation Stage
32021	Andrew McClean	Team inspector	Science Religious education Geography History Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of Heronsgate Primary School is satisfactory.** It is a rapidly improving school with a more stable staff and increased pupil numbers. The school is a friendly, harmonious and inclusive community that provides well for pupils' care, health and safety and personal development. Pupils achieve satisfactorily overall, although this is not consistent in each class. The school provides a satisfactory quality of teaching with satisfactory teaching and learning. The recent improvement owes much to good leadership and management and to the positive attitudes of pupils. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The new headteacher, supported well by an influential deputy and a good staff team, provides good leadership to the work of the school.
- Standards in English, mathematics and science are below average by the end of Year 6.
- Pupils behave well and relationships throughout the school are good.
- The very good provision for children in the Foundation Stage helps them to achieve well.
- Some teachers do not have consistently high enough expectations, particularly of more able pupils.
- The procedures to track pupils' progress are good, although they are not rigorous enough for pupils with weaknesses in their English language skills.
- There are not enough opportunities for pupils to extend their skills and knowledge fully in physical education and creative subjects.

The school has made good progress since the last inspection. Standards of attainment and levels of attendance have improved recently, although are still well below the national average overall. Subject co-ordination in science has improved, although staff changes have limited the leadership in some other subjects. Teaching and learning in the nursery class have improved considerably. Good leadership and management have improved monitoring and evaluation procedures. Staff mobility is lower and the school is now well placed to raise standards.

### 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	E	E	C
mathematics	E*	E	E	C
science	E*	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - bottom 5 per cent nationally. Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory.** Children start in the nursery with well below average attainment. They achieve well in the Foundation Stage in all areas of learning, promoted by good teaching and staff teamwork. Most attain the standards expected nationally by the time they enter Year 1, except in communication, language and literacy and mathematical development. Achievement is satisfactory overall in Years 1 and 2, with good teaching in mathematics supporting good achievement. Standards of attainment are rising in Years 1 and 2. Year 2 pupils attain average standards in mathematics and ICT and below average standards in English and science. Pupils in Years 3 to 6 achieve satisfactorily overall. Some Year 5 and 6 pupils achieve well, although inconsistencies in teachers' expectations, particularly in some classes in Years 4 and 6, limit pupils' achievement. Standards are improving although for the current Year 6, they are below average overall. This represents an improvement on the results of national tests over the last three years, when standards were affected by high levels of pupil mobility and staff changes. An analysis of test results shows that those pupils who have been in the school through their primary years achieve well overall. Boys achieve equally as well as girls. Pupils with special educational needs

benefit from good support and make good progress towards their learning targets. More able pupils do not always achieve as well as they could as the expectations of some teachers are not always high enough. Pupils who speak English as an additional language achieve well in the Foundation Stage, where they have good specialist support. They make satisfactory progress in the school overall as there is no additional support to meet their specific English language needs. Year 6 pupils attain above expected standards in religious education and attain nationally expected levels in ICT.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have good attitudes and most behave well. Attendance is well below average, although improving, and punctuality is satisfactory.

### **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory.** Teaching was good overall in the inspection, although an analysis of pupils' work from the start of the school year shows that teaching and learning are satisfactory overall. They are consistently good in the Foundation Stage but there are inconsistencies, particularly in some Year 4 and Year 6 classes, where teachers' expectations are not high enough. Assessment is satisfactory. The procedures in English and mathematics are good, but the information is not used consistently to target improvement, especially for pupils who speak English as an additional language. The curriculum is very good in the Foundation Stage and satisfactory in Years 1 to 6. It is enhanced by a satisfactory range of extra-curricular activities, although opportunities to extend pupils' sporting skills are underdeveloped. The school takes good care of its pupils and provides good personal support, although guidance for improving pupils' achievement is not consistent. Links with parents, the local community and other schools are satisfactory.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The new headteacher, supported well by an effective deputy, provides good leadership, focused strongly on school improvement. He has established a more stable staff and has encouraged a good team approach. Governance is satisfactory. Governors are supportive of the school and ensure that the school meets its statutory requirements. Their knowledge and evaluation of how well the school provides for all of its pupils are improving, although not fully developed. Management is good in some subjects, especially English, ICT and science and is raising standards. The management of other subjects is satisfactory overall, although not developed enough in some subjects, due mainly to staff changes.

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

Most parents are supportive of the school and value its caring and friendly atmosphere. They agree that their children like school and make good progress. Most think that the school is improving, as it is being well led and less staff changes are promoting good teaching. Some are concerned about the lack of information they receive about what is being taught in school. Pupils have positive views of the school. They enjoy the new playground and the ICT suite and think that teaching is good. Inspectors agree with the positive views of parents and pupils and confirm that the school is improving. Parents do not receive enough information about the curriculum. The school has recently reintroduced newsletters to keep parents more informed about what is being taught.

### **IMPROVEMENTS NEEDED**

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

Raise standards at the end of Year 6 by:

- Raising teachers' expectations to a consistently high level, especially of more able pupils.
- Improving the quality of support for pupils who speak English as an additional language and ensuring that teachers develop pupils' skills of speaking and listening with understanding.
- Extending the range of learning opportunities in creative subjects and sport.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils attain below average standards overall. Children in the Foundation Stage achieve well. Achievement is satisfactory in Years 1 to 6.

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

- Children in the nursery and reception classes make good progress towards their learning goals.
- Most pupils who have been in the school since the Foundation Stage achieve well by the end of Year 6.
- More able pupils do not always achieve as well as they should.
- Good support helps pupils with special educational needs and lower-attaining pupils to achieve well, although the lack of specialist support for pupils who speak English as an additional language limits their progress in Years 1 to 6.
- Pupils achieve above expected standards in religious education.
- Pupils' literacy skills are extended well across the curriculum, but they do not make enough use of their ICT and mathematical skills.

#### **Commentary**

1. Most children enter the nursery with well below average attainment. They settle happily into school life and make good progress towards the nationally expected goals in all six areas of learning. Most attain the nationally expected levels by the end of the reception year, except in communication, language and literacy and mathematical development. Their good achievement results from the strong staff team approach with good teaching and good contributions from teaching assistants, particularly for those children who speak English as an additional language and those with special educational needs.

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

Standards in:	School results	National results
reading	11.8 (13.4)	15.8 (15.7)
writing	10.7 (12.4)	14.6 (14.6)
mathematics	13.2 (14.6)	16.2 (16.3)

*There were 59 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils in Years 1 and 2 achieve satisfactorily and attain standards that are below the national average overall. Standards are improving, especially in mathematics, where good teaching and pupils' enthusiasm for the subject helps them to attain average standards. In the recent 2005 national tests a higher proportion of Year 2 pupils are attaining the nationally expected Level 2 than in previous years. The proportion of pupils attaining above average levels is improving, especially in mathematics, although it remains too low in writing. Standards of attainment in Year 2, as reflected in national test results, have risen from well-below to below the national average. Satisfactory and often good teaching builds effectively on the improvements in pupils' early learning in the Foundation Stage, although more able pupils are not consistently extended to achieve above average levels.
3. By Year 6, pupils achieve satisfactorily and attain below average standards overall. Standards are improving, supported by consistently good teaching in some Year 5 and 6 classes, and are reflected clearly in the improved results in the 2005 national tests. Standards are higher than the well below average levels attained in national tests over the last three years. The school exceeded its target in 2005 of 65 per cent of pupils to achieve the



nationally expected Level 4 in English. It did not achieve its target of 70 per cent in mathematics as too few more able pupils attained the standard expected of them, due mainly to some teachers' expectations not being high enough. These test results have been affected by frequent staff changes and high pupil mobility. An increasing number of pupils enter the school in their mid- or late primary years, many with little or disrupted prior schooling. Test results show that Year 6 pupils attain average standards when compared with similar schools. An analysis of assessment information shows that most Year 6 pupils who have been in the school since Year 1 or Year 2 make good progress. Pupils' achievement in Years 3 to 6 is satisfactory overall. It is good where the teaching is good, for example in some Year 5 and 6 classes. However, staff absence and inconsistencies in teachers' expectations, especially in some Year 4 and 6 classes, limit achievement. Some teachers do not expect enough of more able pupils and too few attain the standards of which they are capable.

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

Standards in:	School results	National results
English	24.7 (24.7)	26.9 (26.8)
mathematics	25.4 (25.4)	27.0 (26.8)
science	26.6 (27.0)	28.6 (28.6)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

4. The achievement of pupils who speak English as an additional language is satisfactory overall. Many of those who are fluent in English achieve well and attain average standards. Those who have weak English language skills are supported satisfactorily in lessons, although the lack of specialist language support precludes them making enough progress in improving their key English language and literacy skills. Pupils with special educational needs benefit from good quality support from trained and experienced teaching assistants and learning mentors. They make good progress towards their learning targets.
  
5. Pupils attain standards in religious education that are above those expected in the Locally Agreed Syllabus. Good, knowledgeable teaching and the effective use of good artefacts stimulate pupils' interest and promote good achievement. Teachers use the ICT suite well to help pupils attain standards that meet nationally expected levels. Good teaching, supported by effective subject leadership, enables pupils to develop their ICT skills and knowledge well, although they are not given enough opportunities to extend these skills through the frequent use of class-based computers to support work in other subjects. The school's strong focus on improving pupils' literacy skills is clearly reflected in teachers requiring pupils to use these key skills often to support work in a wide range of subjects such as history and mathematics. This enhances their learning well. However, teachers do not provide the same range of opportunities for pupils to extend their mathematical skills and this limits achievement, especially of more able pupils.

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

Pupils' attitudes and behaviour are good. The school's provision for pupils' spiritual, moral, social and cultural development is good. Attendance is unsatisfactory and punctuality is satisfactory.

**Main strengths and weaknesses**

- Behaviour in class and around school is good.
- The school provides well for pupils' moral and social development.
- The school has good systems in place to improve attendance which are beginning to have a positive effect.
- Some parents do not ensure that their children attend regularly and are punctual. This significantly disrupts pupils' learning.

## Commentary

6. Around the school, in assemblies and in classes behaviour is good and this has a beneficial effect on pupils' academic and personal development. They are confident and relationships are good. Most pupils greet adult visitors politely and are keen to talk about themselves and their school. Class rules which were agreed with the pupils at the start of the year clearly set out how pupils should behave. As a result, behaviour is generally good with any minor instances of inappropriate behaviour quickly and effectively dealt with by teachers. There have been a number of fixed-term exclusions and one permanent exclusion in the last school year. The school excludes children only as a last resort. It works well with a variety of agencies to help pupils and their parents deal with problems that may lead to exclusion.
7. Most pupils are pleased to be at school and are keen to learn. At the start of the day many pupils arrive during the "Early-bird" session which runs for ten minutes before registration. They enter and quickly and quietly get on with work. This effective start encourages pupils to adopt a positive attitude and makes a good contribution to their learning. Children in the Foundation Stage enjoy a very good programme of activities and are enthusiastic to learn.
8. Attendance at the school is well below the national average. This is now a major focus of the school. There are good systems to monitor absence and the importance of good attendance to pupils' education is receiving a high profile through a number of imaginative programmes. The new awards scheme for good attendance, letters to parents, special notice board and staff meetings have highlighted the issue. A learning mentor works closely with the local authority officer to support parents and pupils with more formal action when this is needed. This is beginning to have a beneficial effect with attendance in the summer term showing a slight improvement to below average levels.
9. Overall the provision for pupils' personal development is good. Learning mentors play a key role in the school's efforts to develop pupils' social skills. There is a well-developed system of rewards which the school uses well to praise good behaviour and help pupils distinguish right from wrong. Around the school there are many opportunities to take on responsibilities and pupils are proud of their roles and keen to do them well. In their final year pupils are encouraged to become "Buddies" and take on a wide variety of responsibilities. They help around school, support younger children and act as mediators for minor playtime disputes. The school recognises the key festivals of the main religions, many of which are represented within the school. The local church is used well as a learning resource. The school has not developed links with other local religious groups that would enhance pupils understanding of the backgrounds of the multi-cultural community surrounding the school.

## Attendance

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

Authorised absence	
School data	6.0
National data	5.1

Unauthorised absence	
School data	1.2
National data	0.4

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

## 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	172	9	0
White – Irish	1	0	0
White – any other White background	18	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	11	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	15	3	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	11	0	0
Black or Black British – Caribbean	16	4	1
Black or Black British – African	32	5	0
Black or Black British – any other Black background	82	0	0
Chinese	8	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory. Assessment is satisfactory. The curriculum is satisfactory, enriched by a satisfactory range of extra-curricular activities. The day-to-day care of pupils is good. Links with parents, the community and other local schools are satisfactory.

### Teaching and learning

Teaching and learning are satisfactory overall. Assessment is satisfactory.

### Main strengths and weaknesses

- Consistently good teaching in the Foundation Stage helps children to settle happily into school and make good progress in their learning.
- Teachers manage their classes well and encourage positive attitudes to learning in many lessons.
- Teachers' expectations are not consistently high enough, especially of more able pupils.
- Teaching and support staff work well together to help pupils with special educational needs to be included successfully in lessons and to achieve well.
- Teachers do not use assessments of pupils who have weak English language skills to target support effectively.
- Teachers do not evaluate pupils' work consistently to point out what they need to do to improve.

## Commentary

10. Teaching and learning are satisfactory overall and have been maintained at the level reported in the last inspection. The quality of teaching was mostly good, and sometimes very good, in the lessons observed. Only one unsatisfactory lesson was seen. There were examples of good practice in each year group, reflecting the increasingly effective focus on evaluating teaching given by the headteacher and his deputy. However, an analysis of pupils' work since the start of the school year shows that there is considerable variation in teachers' expectations, with some unsatisfactory practice, particularly in some Year 4 and Year 6 classes. This was further affected by staff absence in some classes that led to pupils being taught by different cover teachers. This limited pupils' achievement. Most pupils and parents believe that teaching is good and are pleased that the frequent change of teachers in recent years has reduced.

### **Summary of teaching observed during the inspection in 50 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	7 (14%)	31 (62%)	11 (22%)	1 (2%)	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.*

11. Teaching in the Foundation Stage is consistently good and has improved considerably since the last inspection. The good teaching is a key factor in helping children to settle happily and make good progress towards their nationally expected learning targets. Teachers, teaching assistants and other support staff work very well together to create a strong and consistent team approach. Good use of questions and good support, especially for children at the early stages of speaking English, help children to achieve well.
12. Teachers have good relationships with their pupils. They manage their classes successfully, expect pupils to behave well and are confident that most pupils will tackle their work positively and maintain concentration. They work well with teaching assistants and learning mentors to help those pupils with learning, emotional and behavioural difficulties to stay focused and contribute positively to lessons. Teachers share with pupils the learning intention of each lesson so that they know what they are trying to achieve. This gives a clear focus to learning. Some teachers use the end-of-lesson feedback sessions to evaluate the effectiveness of their teaching, for example by involving pupils in assessing if the learning intention of the lesson has been achieved. This good practice is not used consistently across the school. Teachers use questions well to encourage pupils to contribute their ideas but too few use more challenging questions of more able pupils that require them to apply their knowledge. This does not help these pupils to achieve as well as they could and attain a higher standard.
13. Teachers use national subject guidance effectively to plan different activities to meet the range of learning needs within the class. Many plan additional activities for those pupils who finish their work, although these activities are often the same as the initial activity rather than a more demanding task. This does not help more able pupils to attain higher levels. Teachers work successfully with teaching assistants to help pupils with special educational needs to make good progress towards their learning targets; they liaise closely in planning and teaching so activities are matched well to specific learning needs. This effective partnership ensures that pupils with special educational needs are included well in class activities. This enhances their self-esteem as well as extending their learning. Teaching assistants support pupils who speak English as an additional language to help them understand what is required and to promote their learning. Teachers use the national guidance satisfactorily to assess speaking and listening skills of these pupils. However, there is no analysis of the assessments of English language competence across the school. As a result, teaching and support staff are not always aware of the specific English language weaknesses of some pupils so support and guidance is not consistently successful in helping them to make clear, measurable progress in their learning.

14. During the inspection, there was evidence of some teachers having high expectations of more able pupils in lessons, for example in science in Years 5 and 6. Teachers required pupils to use their knowledge successfully, for example to draw up their own scientific investigation. This helped them to achieve above expected levels. However, an analysis of pupils' work shows that teachers do not expect enough of more able pupils, particularly those in Year 4 and some Year 6 pupils, in the amount, detail, accuracy and presentation of their work. As a result, their achievement is not as good as it should be. Teachers use the good assessment procedures in English and mathematics to set end-of-year predicted targets, track pupils' progress and identify weaknesses that guide their teaching. However, the lack of assessment procedures in some other subjects, for example, in design and technology, does not ensure that teachers build effectively on prior learning and this restricts progress.
15. Teachers mark pupils' work regularly. Some identify 'the next step' to show pupils what they need to do to improve, although this is not used consistently to raise standards. A few teachers require pupils to indicate that they have noted the written comment, although there is little evidence of pupils using the advice to improve the quality of their work. Where teachers use marking to inform pupils of their progress towards their group literacy or numeracy targets, this helps pupils to know how they are improving. However, the use of marking to evaluate learning and tell pupils how to raise the standard of their work is not established effectively.

## **The curriculum**

The range of curricular opportunities is satisfactory with some good features. It is enriched by a satisfactory range of extra-curricular activities. The accommodation is good and there is a good range of resources to support learning.

## **Main strengths and weaknesses**

- The very good curriculum in the Foundation Stage encourages children's enthusiastic participation and supports their good achievement.
- The outside play environment for the pupils in the Foundation Stage and Years 3 to 6 is very impressive.
- The good support for pupils with special educational needs ensures that they are involved fully in curriculum activities. However, the support for pupils in the early stages of speaking English does not always ensure that they are included effectively.
- The limited range of sporting clubs and activities and too few learning opportunities in some creative subjects do not encourage pupils' involvement and extend their skills.

## **Commentary**

16. The curriculum for the Foundation Stage is very good. It offers a broad range of activities in all six required areas of learning and is strongly focused on helping children to achieve the nationally expected learning goals. The teachers and support staff work very effectively together to plan and encourage children's participation in all areas. This helps children to settle well and make good progress in their early schooling.
17. The curriculum in Years 1 to 6 meets statutory requirements and provides pupils with a satisfactory range of activities and experiences covering all areas of the National Curriculum. There are detailed programmes of work and policies for all curriculum subjects, although the range of learning opportunities in some creative subjects, such as music and design and technology, is limited. At present, opportunities for pupils to use computers and other forms of technology to support their learning in all subjects are not fully developed. The school has introduced some new curriculum initiatives to enhance pupils' learning, for example pupils in Year 6 enjoy learning French.

18. The school is effective in ensuring that almost all pupils have equal access to the curriculum. Provision for pupils with special educational needs is good. Their Individual Education Plans are clear and detailed and teachers and learning support staff use them effectively to plan different learning activities to meet these pupils' needs. Pupils who speak English as an additional language have satisfactory support overall to help them to be included in learning activities. However, the lack of specific specialist support means that, in many lessons, this is similar to the support offered to pupils with special educational needs. It is not linked closely to their specific English language needs, for example by providing good language models to develop their skills.
19. Pupils with exceptional skills participate in some activities organised by local secondary schools and the Local Education Authority. These enrichment activities include workshops and summer schools. Teachers do not plan challenging activities consistently for gifted and talented pupils in lessons and therefore they do not always achieve as well as they could.
20. The school offers a satisfactory range of lunchtime and after-school activities, including football, French, percussion, salsa dancing and ICT clubs. Pupils enjoy these activities and they provide extra opportunities for pupils to improve and refine their skills. The curriculum is enriched by some well-planned educational visits to museums, environmental and residential centres. Visiting speakers and performers make an important contribution to some subjects such as personal social and health education and citizenship, English, and science. Visits to the school by local artists, musicians, authors and religious leaders to talk about their work is not developed fully. At present pupils do not have enough opportunities to participate in many competitive sporting events and activities. This limits the range of opportunities for pupils to extend their skills and increase their self-esteem.
21. Teachers use a good range of high quality resources in their lessons to inspire and stimulate pupils. The school provides well-organised and well-maintained accommodation for pupils. The grounds are a safe, secure and stimulating environment for calm and trouble-free play and lunchtimes. The outdoor provision for pupils in Years 3 to 6 is particularly impressive. Pupils enjoy playing with a range of equipment on the all-weather surface. The good range of activities is well organised by the lunchtime supervisors and, as a result, pupils play together successfully.

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

There are good arrangements to ensure pupils' care, welfare, health and safety. The school provides satisfactory support, advice and guidance and involves pupils well in its work by seeking and acting on their views.

### **Main strengths and weaknesses**

- Pupils have access to a wide variety of good support such as learning mentors.
- The school council is effective in enabling pupils to take an active part in the decision making of the school.
- There are good procedures to ensure that pupils and staff are safe and secure.
- Procedures to support and guide pupils with special educational needs are good, although other pupils are not guided consistently on how to improve the standard of their work.

### **Commentary**

22. The school provides all pupils with a caring, secure and inclusive environment. Teachers, teaching assistants and learning mentors are all involved in the good induction procedures. Learning mentors play an important role in providing support to the significant number of pupils who have emotional and behavioural difficulties, and to their parents, and to those who speak little or no English. Health and safety procedures have been recently reviewed. Risk assessment is fully established and the site is regularly checked by the headteacher and site

manager who ensure that problems are quickly dealt with. Child-protection procedures are established in line with local authority requirements. The headteacher has received recent training which he has disseminated to all staff. A number of staff members are trained in first-aid and the school has good systems for the control and issue of medicines. The school has taken an active part in the “Jamie’s meals” programme to improve school dinners. This was done successfully with the involvement of pupils and then introduced to parents at a tasting session. It has contributed well to pupils’ knowledge and understanding of healthy lifestyles.

23. This is a caring school where every pupil is valued as an individual. Relationships throughout the school are good and pupils are confident in their dealings with teachers and other staff. Pupils are well known to their teachers, who monitor their personal development closely. Within the school, pupils with particular problems receive good support and guidance from a number of sources. For example, learning mentors run a number of services including drop-in sessions when pupils can discuss any issues of concern to them. Pastoral support teams, involving teachers, learning mentors and local authority staff, work with pupils and parents with significant problems. This ensures that they gain access to specialist support such as speech and language therapists. Referrals are often made to “On-Track” , an organisation located in the school, providing targeted support to parents in this and two other local primary schools. In addition the school uses an art therapist and a child counsellor effectively to work with pupils with emotional and behavioural problems.
24. There are good systems to assess pupils’ academic development, especially in English and mathematics but the use of this to produce and monitor pupils’ targets is inconsistent across the school and between subjects. Pupils use their literacy targets well to guide and improve the quality of their work but it is less effective in numeracy. The support for pupils with special educational needs is good, based on good systems for early assessment and targeting and tracking their development. The support and guidance for pupils who speak English as an additional language are not so consistently effective.
25. Pupils’ views are sought through the very active school council. Pupils from all years discuss matters ranging from improving the facilities in the playground to raising the level of attendance and punctuality. Pupils spoken to during the inspection were clear that their views were valued and pointed to items in class and around the school that they had influenced.

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

The school has satisfactory links with parents, other schools and the community.

### **Main strengths and weaknesses**

- Parents appreciate the ease with which they can contact staff.
- The prospectus provides substantial information about the school, although many parents do not receive enough information about what is being taught.
- The partnership with Charlton Athletic FC provides good support for educational projects.

### **Commentary**

26. Most parents are supportive of the school. At the parents’ meeting many stated that the school was steadily improving and that staff were committed and enthusiastic. They value the easy access to staff, particularly the presence of the headteacher and deputy headteacher in the playground at the start of the day. As a result any problems are dealt with quickly and effectively. A small number of parents help in school, mainly in the nursery. For many parents English is not their first language and the school provides interpreters for meetings when needed. To assist parents and strengthen the school’s links with them, learning mentors run classes in English specifically for them. This helps them to understand and contribute to their children’s learning. Currently there is not a parent teacher association but a group of parents run a Christmas fair and summer fete to raise funds for the school.

27. A significant minority of parents felt that they were not fully informed of their child's progress. Pupils' annual reports provide a good picture of their progress during the year but only very brief targets for literacy and numeracy for the following year. Very few parents receive information about the curriculum. This does not encourage or help most parents to support their child's learning effectively. Parents receive regular letters from the school and the newsletters have recently been reintroduced. The school's prospectus gives parents of prospective pupils a wide range of information about the school and helpful tips on how parents can support their children.
28. The school has satisfactory links with primary and secondary schools in the area. It works with the network of Greenwich schools to develop assessment methods and is involved in the new Thamesmead group of primary schools, although this is not established enough to extend pupils' learning fully. The school is part of the London-wide clearing system for transfer to secondary schools. Most pupils go on to two local secondary schools with which it co-operates to ensure a smooth transfer. Links with two teacher training colleges enable the school to provide training for student teachers. This helps key staff to maintain good teaching skills.
29. Overall links with the community are satisfactory. The site is used by a youth club and the "On-Track" service. Two local church groups also use the school hall for services. The school has developed a good partnership with Charlton Athletic Football Club to develop some sporting activities and to provide funding for educational programmes supporting citizenship training and multi-cultural links such as Refugee Week.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The new headteacher provides good leadership. The governance is satisfactory. The effectiveness of the overall management is good.

### **Main strengths and weaknesses**

- The new headteacher, supported by an influential deputy, provides a clear direction to the work of the school.
- The school has a strong and supportive team approach that promotes staff professional development very well.
- Some key subject leaders manage their subjects well, although staff changes have limited effective management in some other subjects.
- The school has developed good procedures for tracking pupils' achievement in key subjects, although those for pupils who speak English as an additional language are not rigorous enough.

### **Commentary**

30. The overall leadership and management have been maintained at the good quality reported at the last inspection. The new headteacher has gained a good understanding of the school's strengths and areas for improvement. He has a clear vision of how he wants the school to develop. He has shared this well with all staff and governors so that everyone is clear about what they are trying to achieve. This promotes effective and purposeful leadership and creates a good team approach and a caring and inclusive ethos. His good leadership is valued by most parents and pupils, who feel that the school has improved considerably in the last two years as the new headteacher builds successfully on the work of the previous consultant headteacher.
31. The headteacher has established a very effective partnership with his deputy, supported well by a good chair of governors and advisory staff from the Local Education Authority, to evaluate how well the school is doing, identify weaknesses and focus strongly on improving them. They have monitored teaching and learning closely and supported staff through training and demonstration lessons to improve their teaching skills, especially newly qualified



teachers. This contributes well to improving teaching and learning, for example, in the Foundation Stage. The headteacher and his deputy encourage teaching and support staff to extend their skills and knowledge through in-service training. This is often linked closely to the individual targets agreed through the very good performance management procedures and, where appropriate, to the school's key improvement priorities. Staff feel valued and are keen to improve their performance as they recognise the contribution it makes to overall school improvement. This helps develop and maintain a strong team approach, retain good teachers and puts the school in a good position to improve the provision and raise standards.

32. The school has made good improvement on developing the whole-school tracking procedures that were new at the time of the last inspection. The deputy headteacher uses the information provided by teachers, from termly assessments in English and mathematics, to track pupils' progress closely towards their expected targets at the end of Year 6. This helps the senior management team to identify where particular year groups, or groups of pupils, are not making the progress expected. Discussions with class teachers focus on how extra support can be used to improve pupils' achievement. This contributes well to raising attainment. These procedures also allow the school to track the performance of those pupils who have been in the school since their early primary years and compare it to those who started in the school in Years 3 to 6. This helps the senior management to evaluate the school's effectiveness, especially with high levels of pupil mobility. However, the procedures are not rigorous enough for the significant number of pupils who speak English as an additional language, especially those at the early stages of English language acquisition. Teaching and support staff are not always aware of pupils' different levels of English language skills so the work and support are not matched consistently to their needs. This does not always ensure that these pupils achieve as well as they could.
33. Key subject leaders, for example in literacy, science and the Foundation Stage, provide effective leadership and a strong and consistent focus on improvement. This is raising standards in these subjects. Subject leaders in some other subjects, many of whom are new to their roles, do not have a clear understanding of the standards achieved across the school. They have limited opportunities to monitor and evaluate teaching and learning in their subjects and to evaluate how well pupils are achieving, especially more able pupils. The headteacher is aware of the need to develop this aspect further. An enlarged senior management team has been appointed for the start of the next school year that will focus on extending the good monitoring and evaluation practices to all areas of the curriculum.
34. Governance of the school has been maintained at the satisfactory level reported previously. The chair of governors continues to provide good leadership. She meets frequently with the headteacher and is kept well informed about how well the school is doing. Governors are supportive of the school and successfully ensure that it meets its statutory responsibilities. They receive detailed termly reports from the headteacher, including an analysis of assessment data to inform them about pupils' achievements. Some governors have subject links, for example, in literacy and numeracy. Some governors visit school, meet with subject leaders and pupils and see lessons. This helps them to improve their understanding of what is happening in school, for example in providing for pupils with special educational needs. However, governors' knowledge and understanding of how well the school provides for the full range of its pupils are not developed fully. This does not ensure that they evaluate the quality of education rigorously.
35. The financial planning and management of the budget are satisfactory overall. The school has built up a large deficit. It has agreed with the Local Education Authority a three year deficit recovery plan. A considerable increase in pupil numbers has resulted in a higher level of funding and the school is on target to achieve a more secure financial base. The governors manage funds efficiently, linked effectively to priorities in the school's improvement plan, and monitor spending levels closely. They spend their funds for pupils with special educational needs effectively, under the very good leadership of the co-ordinator, to provide good quality support staff. This promotes the good achievement of these pupils. Governors apply best

value principles well to ensure that they get good value for money in a tight budget situation. The school makes very good use of funds from the Excellence in Cities programme to appoint learning mentors, linked to the On-Track team. They provide good quality support and guidance to pupils, particularly those with social, emotional and behavioural difficulties.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1,371,268	Balance from previous year	-91,560
Total expenditure	1,352,528	Balance carried forward to the next	-72,820
Expenditure per pupil	3,290		

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

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

Provision for children in the Foundation Stage is **very good**.

Children's attainment is well below average overall on entry to nursery. At the end of reception children's attainment overall is below average. This represents good progress. Children receive good teaching and are provided with a very well-planned curriculum, which gives effective attention to all areas of learning. As a result, children make good progress and achieve well. Pupils with special educational needs and those with English as an additional language make good progress. Both groups of pupils are assessed and identified early and are effectively supported in the classroom by knowledgeable teaching assistants. Children also receive support from outside agencies, for example, the speech therapist provides well-targeted support and this leads to children making good progress. The full-time bilingual teaching assistant provides a good level of support for pupils who speak English as an additional language. The school has good arrangements for children starting nursery and has established positive links with parents. The transition from reception to Year 1 is not planned as well. The Foundation Stage leader has plans to create more opportunities for reception children to visit Year 1 classes to ensure a seamless transfer takes place.

All support staff are well deployed and contribute well to children's learning. The staff work very effectively together and monitor children's progress closely. They know the children well. The good accommodation, very impressive outside play area and high quality range of resources provide a very stimulating learning environment for children that encourages them to take part enthusiastically.

The Foundation Stage is very effectively led and managed and this contributes to good teaching and good achievement. There have been good improvements since the last inspection. The school has improved planning and provides a better curriculum since the last inspection. The adviser from the Local Education Authority has provided effective support and guidance and contributed well to improving the provision.

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

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

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

- Children achieve well because of the good teaching.
- The ethos in the classroom is good and makes children feel secure and happy.

#### **Commentary**

36. By the time children leave the reception classes, most achieve the early learning goals in personal, social and emotional development. The teachers, ably supported by the teaching assistants, have established an environment where expectations are clear and there is a strong emphasis on cooperating and caring for others. Children are encouraged to be polite and respectful. When they are contributing to a class discussion, they are encouraged to put up their hands and not to interrupt others when they are speaking. They behave well, know the routines and generally settle without fuss.
37. The children are given a lot of opportunities to work with others and to select activities and resources on their own. They help each other and show each other how to use a computer program. They co-operate well together. For example, a group of children playing with the sand negotiated taking turns with the equipment. Children are helped to learn respect for

others by listening attentively and being polite. The very good relationships with staff, supported by their good use of humour and caring attitudes, contribute well to children's keenness to learn.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children's language skills are developing well because of the good teaching.
- The support provided for children who speak English as an additional language is good.

### **Commentary**

38. Only a few children will reach the expected level of attainment by the end of the reception year. However, from a low starting point in this area of learning, children make good progress and achieve well. In nursery they are given a very wide range of opportunities to listen to stories, to write and to see the printed word. In reception classes, they write their own names and make good progress in forming their letters correctly. They enjoy 'reading' stories and recounting them. Children are given many good opportunities to speak out loud and to share their thoughts and ideas. During a group learning activity the bilingual assistant's skilful use of questioning helped pupils with English as an additional language, to sequence events correctly and use complete sentences. Pupils enjoyed expressing their ideas and used a satisfactory range of vocabulary to share their thoughts with their friends. All children are gaining in confidence and beginning to show an awareness of who is listening, generally using 'please' and 'thank you'.
39. The teaching in the reception classes is good. Planning is very detailed with clear objectives for the literacy activities. Teachers and the teaching assistants model reading and writing well. They encourage children to 'read' books and discuss stories. Children put events in the right order and express their opinions about the characters in the story well. Staff take every opportunity to develop the children's vocabulary through probing and well-targeted questioning. Teachers use a good and interesting range of resources and teaching strategies to motivate children. Reception children played 'noisy letters' to promote their awareness of initial letter sounds. All children thoroughly enjoyed the game and identified the initial letter sounds correctly. The good relationships give children the confidence to talk, and all adults are genuinely interested in what the children have to say.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching extend children's mathematical knowledge and skills successfully.
- The use of computers and other digital equipment to support learning in lessons is insufficiently developed.

### **Commentary**

40. By the end of reception standards are below average in mathematical development. Teaching and learning are good. As a result, children make good progress and achieve well. A good range of activities is used and every opportunity is taken to promote mathematical understanding. During an art activity in which children made beach huts from cardboard boxes, the teaching assistant discussed the properties of the different shapes and challenged the children to recognise and name the different mathematical shapes. In a very good

reception lesson, children enjoyed using a programmable floor robot to learn about positional language. The teacher's good subject knowledge enabled her to give a clear demonstration. As a result, the children worked productively together to program the floor robot to follow a set of instructions. However, teachers in reception classes do not use computer programs enough in classroom-based lessons to help children to extend their mathematical skills and knowledge.

41. In Nursery, many children count to ten and recognise some of the numerals. Staff makes good use of resources and this makes learning fun and helps to stimulate and interest children. The teacher's effective questioning techniques promoted children's use and understanding of key mathematical terms such as 'less than' and 'more than'. The teacher used questioning well to challenge a more able child to count up to 20. Planning is good and includes a very good range of practical activities to support learning during group work and whole-class work.

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

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

### **Main strengths and weaknesses**

- A range of good activities is planned to promote learning in this area.
- The range of outdoor interactive role-play areas to promote children's knowledge and understanding is very good.
- In the reception classes children do not have enough opportunities to use computers and other forms of ICT equipment.

### **Commentary**

42. By the end of reception, most children attain the levels expected nationally for their age. A good range of interesting activities is planned to promote this area of learning. In the nursery, children use computers and other ICT equipment on a regular basis. The impressive outdoor play area provides a rich variety of activities for children to participate in to develop their knowledge and understanding of the world; for example, children enjoy playing in the colourful and stimulating 'beach' environment. They learn about the seaside through the good use of role-play. They learn how a metal detector works and use their knowledge effectively to find 'treasure' on the beach.
43. In the reception classes, children visit the ICT suite once a week to practise their skills. Most are gaining confidence and extending their skills well, for example, to control the mouse with increasing dexterity. Teachers do not make enough use of the computers in the classroom to reinforce skills learned in the ICT suite. This limits children's progress in this aspect of the area of learning.
44. Children enjoy visits to places of interest in the community, such as the local shopping centre and the Natural History Museum and these experiences enhance their knowledge and understanding. Local members of the community are regular visitors to the nursery to talk about different aspects of their work. These visits provide a good opportunity for children to learn about the different types of work that the key workers in the community carry out.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Very good use is made of the very good outside play area.
- Teachers plan in detail to extend children's physical skills very effectively.

## **Commentary**

45. Children are making good progress in this area of learning as a result of good teaching and should achieve the expected early learning goals by the time they enter Year 1. Planning is very good and supports learning well. Every opportunity is taken to develop children's physical skills. Many of the daily activities include an element of manual dexterity, for example, when children use scissors to cut out shapes and paint with small and large paintbrushes. This area of learning also provides very good opportunities for children to develop their personal and social skills. Pupils are taught to play co-operatively together and to listen to one another. During an outside play activity the teaching assistant encouraged children to take turns and say 'please' and 'thank you' when sharing the equipment. Children pedal and steer bicycles with increasing control and they are developing good spatial awareness.
46. Children have very good opportunities to use small and large apparatus outside, both during break times and during lessons. Children enjoy playing on the climbing frames. Their balancing and climbing skills are good and they travel around, over and under the equipment with increasing control. Children make very good use of the wheeled toys, beanbags, hoops and balls. They play well and are beginning use their imagination effectively when they are playing.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Very good opportunities are provided for role-play and for other creative activities and achievement is good.

## **Commentary**

47. Children achieve well in this area of learning and most attain the standard expected nationally by the time they enter Year 1. Children are given many opportunities to use their imagination and to role-play. In a literacy lesson a group of reception children acted out a story to help them to understand the sequence of events. Children were thrilled to 'sleep' in a real tent and played together successfully, taking turns and listening to one another. The nursery and reception classrooms are vibrant and colourful places. Children have very good opportunities to use paint, collage, clay and play-dough to produce creative pieces of work. Adults promote learning well through talking with children and discussing their work. Good questioning by teaching assistants encouraged children to select the appropriate sized brush and to take care to paint carefully. As a result children's painting skills improved.
48. Children enjoy playing range of musical instruments. They enthusiastically play different percussion instruments and copy simple rhythms accurately. Some children confidently name a range of common instruments, such as the tambourine and piano. They are learning simple songs and gaining a good sense of rhythm. Simple rhymes are used regularly to help children learn. Children in the reception classes also attend assemblies for the whole school where they join in with the singing along with older pupils.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils achieve well by Year 6 because of good teaching in Years 5 and 6.
- Effective use of teaching assistants makes a significant difference to the achievement of pupils with special educational needs.
- Strong emphasis on the development of reading and writing skills is helping to improve standards generally.
- Teaching engages pupils well and as a result they show positive attitudes to the subject.
- The subject is well led and priorities are carefully identified and acted upon.
- Standards, although improving, are weaker than they should be.
- More able pupils are not sufficiently challenged to attain the above average standards of which they are capable.

#### Commentary

49. Standards in English are improving. They have improved from well below average to below average at the end of Years 2 and 6. Standards in reading have particularly improved across the school and they are broadly average at the end of Year 6. Pupils achieve well by Year 6, which is a good improvement since the previous inspection.
50. Pupils enter Year 1 with below average standards in communication, language and literacy and, for about a third, English is not their home language. These standards are frequently affected by pupils joining the school at various times during the school year, many of whom have little English and some have disrupted education. Given these factors, the pupils achieve well by Year 6 because of good teaching in Years 5 and 6. The deputy headteacher, who is also the co-ordinator of the subject, provides strong leadership and closely monitors teaching and learning. As a result, teaching has improved. In addition, there is rigorous monitoring of pupils' progress that contributes well to target-setting and to allocating a good range of support for them.
51. The school has carefully organised the provision for pupils with special educational needs. The teachers and teaching assistants work effectively as a team and know their pupils well. This means that pupils with special educational needs have learning tasks that are well matched to their needs and they achieve well. However, more able pupils are not given sufficient challenge to reach the upper limits of their capability. This is more evident in pupils' work over time in Year 2 and consequently, their achievement is only satisfactory.
52. In the absence of any specialist provision for pupils who speak English as an additional language, teaching assistants often support these pupils and they achieve satisfactorily. Recently, the school has focused on developing pupils' speaking and listening skills. Teachers use activities such as talking with a partner to promote speaking and listening skills but it is not always effectively planned to get the most benefit from it. Standards in these skills are below average in both Years 2 and 6.
53. The good teaching of phonics linked to spelling in Years 1 and 2 helps pupils to read accurately and spell correctly. Standards in spelling are satisfactory across the school. As pupils move up the school, teaching develops their understanding of books through careful questioning and discussion, which contribute to their good achievement by Year 6. Opportunities to write for a variety of purposes are good across the school. Teachers frequently encourage pupils to discuss and rehearse what they are going to write. In a very good lesson in Year 1, the pupils took part in a drama, which would provide a stimulus for their

extended writing. Standards in writing are improving because of the school's emphasis on this aspect of English for the last three years. This is particularly so in Years 1 and 5. However, in Year 2, standards are well below average as a very few reach higher levels whereas in Year 6 standards are just below average, with more attaining higher levels.

54. The quality of teaching seen during the inspection was good. However, much of the teaching over time is satisfactory overall because of the high level of staff absence and use of supply cover. One of the strengths of the lessons seen was the way teachers reviewed pupils' previous learning and built on it. Another strength was the use of self-evaluation by pupils at the end of each lesson, which helped them to recap their own learning against the objectives of the lesson. Teachers generally have high expectations of behaviour and work. Consequently pupils behave well and show good attitudes to lessons. Teachers assess pupils' work regularly and pupils' progress is monitored with targets that now help pupils with their next step of learning. Marking is generally good, telling pupils how to improve their work, but this is not consistent across the school.
55. Subject leadership and management are good with a strong commitment to improvement. The subject leader has identified priorities for the subject and has been successful in achieving them. Improvement since the previous inspection has been good as teaching and achievement have improved.

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

56. Language and literacy are promoted well through other subjects of the curriculum. For example, pupils are encouraged to use the language of probability in mathematics and key words in science. There is also an ample evidence of teachers using lessons like history, geography, religious education or science to develop reading and writing skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Where teaching is good, especially in Year 2, Year 5 and in some Year 6 classes, it promotes good achievement.
- Inconsistencies in some teachers' expectations in Years 4 and 6 lead to inconsistent progress in pupils' learning.
- Pupils have good attitudes to their work and are keen to succeed.
- Weaknesses in pupils' mental recall skills limit achievement, particularly in Years 3 and 6.
- Pupils' improvement targets are not focused rigorously on key number weaknesses.

### **Commentary**

57. Standards attained by pupils at the end of Year 2 are average. These reflect the considerably improved results in the recent national tests and have improved well since the last inspection. The proportion of pupils attaining the nationally expected Level 2 has increased to average levels. The proportion of pupils attaining the higher Level 3 has improved to just below the national average. This good improvement results from good teaching, particularly in Year 2, and pupils' enthusiastic approach to mathematics. There is better and more consistently good teaching of pupils' basic number skills and this is helping pupils to achieve well in both Years 1 and 2. Pupils attain below average standards by the end of Year 6. Standards have been rising since the last inspection. Inspectors found that standards are higher than the well below average results of the national tests over the last three years. Some good teaching in Year 6 extends pupils' skills and knowledge well. However, standards attained by the current Year 6 are affected by staff absence, frequent staff changes in their earlier schooling, a high level of pupil mobility and inconsistencies in some teachers' expectations, especially of more able pupils.



58. Achievement is satisfactory overall. It is good in Years 1 and 2, as a result of good teaching. It is satisfactory overall in Years 3 to 6, although some teachers do not always provide sufficient challenge to allow more able pupils to achieve more rapidly. Achievement in Year 3 is satisfactory, although many pupils have significant weaknesses in their number knowledge and understanding and this restricts what they achieve. Pupils' achievement is unsatisfactory overall in Year 4. This is clearly shown in the scrutiny of their work and test results. Many do not achieve as well as they could as the work is not matched closely to their learning needs. Pupils achieve well in Year 5 supported by good teaching. The achievement of pupils in Year 6 is satisfactory overall. It is good where good teaching and good support help pupils to achieve well, especially lower-attaining pupils. However, an analysis of Year 6 pupils' work shows that many average and above average pupils do not achieve as well as they could as the work does not require them to extend their mathematical skills enough. Pupils with special educational needs make good progress towards their learning targets as a result of effective support from teachers, teaching assistants and learning mentors. Pupils who speak English as an additional language make satisfactory progress overall. Those who have good English language fluency often make good progress. Those with weak English language skills, especially those new to the school, do not always achieve as well as they could as teaching and support staff do not always ensure that activities match their learning and language needs.
59. Pupils enjoy mathematics. Many talked enthusiastically about their work. Year 1 and 2 pupils participate eagerly in mental mathematical sessions and are keen to improve their skills. Some pupils, for example in Years 3 and 4, have significant weaknesses in their number knowledge, for example in their understanding of the value of each digit in larger numbers. Many are uncertain in their recall of addition and multiplication facts and this limits the amount and accuracy of their work. Pupils have group numeracy improvement targets. Some know their targets, for example, to improve their data handling skills and how these will help them improve their work. However, this was not consistent. Teachers do not use pupils' targets consistently enough to focus on key number weaknesses. Pupils' progress towards these targets is not reviewed rigorously, for example through marking and assessment, to promote higher achievement.
60. Teaching and learning are satisfactory overall. There are examples of good teaching in most year groups, with consistently good teaching in Years 2 and 5, but this is not consistent across the school. Teaching was consistently good in Year 6 during the inspection and most pupils were achieving the standards expected of their age. However, an analysis of Year 6 pupils' work since the start of the school year shows that some teachers do not expect enough of pupils, especially the more able, in the amount, presentation and standard of their work. Where teaching is good, teachers manage their classes very well. They plan in detail to develop pupils' mathematical knowledge and skills successfully. Teachers work well with teaching assistants and other support staff to provide good guidance and support to individuals and groups of pupils, especially those with special educational needs. Many teachers use questions effectively to encourage pupils' participation, for example, in introductory mental mathematical activities. They maintain a brisk and challenging pace and pupils clearly enjoy the positive and encouraging learning atmosphere. Teachers do always use follow-up or challenging questions that require pupils to apply their number skills, for example to provide a different strategy when solving problems. This does not help more able pupils to attain consistently levels that are consistently above average. Teachers do not use ICT often enough to improve pupils' mathematics skills.
61. The leadership and management of mathematics are satisfactory overall. The new subject co-ordinator is gaining an increasing understanding of standards across the school, although this is not established securely. She works closely with the headteacher and deputy headteacher to track pupils' progress and identify areas that need improvement. The co-ordinator makes effective use of learning support staff and learning mentors to improve pupils' achievement, for example, by creating additional teaching groups in Year 6, based on ability. She has had some opportunities to monitor teaching and evaluate its effect on learning but this is not developed fully.

## Mathematics across the curriculum

62. Pupils do not use their mathematical skills sufficiently in other subjects. Most apply their measuring skills accurately in science investigations and use their number skills well in geography, for example when comparing temperature differences in mountain areas. However, teachers' plans do not identify where and how they can extend pupils' mathematical skills in other subjects and opportunities are missed.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Science investigations are well used to encourage pupils' interest in science.
- Teachers' planning and questioning skills encourage pupil participation.
- Leadership of the subject is good.
- Challenge to the most able pupils is limited.
- There is a lack of use of ICT to support scientific investigation.

### Commentary

63. Standards in science throughout the school are below average. Whilst evidence obtained during the inspection shows a steady improvement in science provision since the last inspection, the challenges of high pupil mobility, difficulties with pupil attendance, staffing turnover and high levels of pupils with special educational needs and English as a second language all contribute to limited improvement in standards. Pupils' achievement is satisfactory overall. Those with special educational needs achieve well. The achievement of more able pupils is satisfactory overall, although they are not consistently required to apply their knowledge and achieve above average levels. The achievement of pupils who speak English as an additional language is satisfactory overall. Many achieve well, although those with specific English language weaknesses do not always get the level of support needed to understand fully what is required of them. This limits aspects of their progress in lessons.
64. The quality of teaching and learning is satisfactory overall and often good. The school has made sterling efforts to base as much scientific learning as possible in practical investigations. Good teaching is typified by good planning, detailed preparation of resources and some good questioning to all abilities of pupils, demanding answers that show pupils' scientific understanding. This was seen in a very good Year 5 lesson where pupils showed great enthusiasm and interest in their teacher's very effective ICT presentation on the changing phases of the moon. Pupils showed great interest and related their understanding to the teacher's questions on how the sun rays affect how we see the moon from earth. This helped them to achieve well and develop a good level of knowledge and understanding.
65. Where good or better teaching is seen, all pupils are encouraged to participate, with good support from teaching assistants for those pupils with special educational needs. Pupils benefit from the opportunities to hypothesise about their learning, talk to their partners about what they have observed in experiments and come to logical conclusions. Teachers do not use ICT enough to support science investigations or to record results of experiments. Opportunities to use such technology are not incorporated into teachers' planning as a matter of course, which results in only a small number of teachers using it to enhance pupils' scientific interest and enjoyment. Teachers do not consistently challenge more able pupils in their science lessons, resulting in limited progress to improve the numbers of pupils reaching higher levels in national tests.
66. Leadership and management of the subject are good from an enthusiastic and knowledgeable co-ordinator, who has a clear understanding of the strengths and weaknesses of the subject.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Teaching is good and as a result pupils make good progress.
- Pupils enjoy ICT lessons and work collaboratively and productively together.
- The use of ICT to support learning in the classroom and across the curriculum is insufficiently developed.
- Good subject leadership and management improve teaching and learning.

### Commentary

67. Standards in Year 2 and Year 6 broadly meet nationally expected levels and have been maintained at the level reported previously. Good teaching helps pupils to make good progress and achieve well throughout the school.
68. Teachers plan activities that enable most pupils to extend their skills and knowledge effectively. In some classes, more able pupils are challenged well and their achievement is good. However, not all more able pupils are regularly provided with a level of work that matches their ability and this does not ensure that they make consistently good progress overall. Pupils with special educational needs and pupils with English as an additional language are provided with a good level of support and as a result make good progress. In a very good Year 6 lesson, pupils created vibrant multimedia presentations to improve their understanding of French. The teacher's good subject knowledge enabled her to demonstrate how to use the different functions and features of the program to create attractive presentations. A talented pupil worked at a very good pace and the teacher extended her learning very well by challenging her to attain a higher level by importing sound to enhance her work.
69. ICT lessons make an important contribution to pupils' social development because pupils work collaboratively with their friends. They clearly enjoy working on computers, share well and listen attentively to one another. All classes are timetabled to use the ICT suite on a regular basis and this dedicated teaching time ensures that pupils acquire and practise new skills effectively. Not enough use is made of the computers and other forms of digital equipment in lessons in the classrooms. Pupils are not provided with enough opportunity to apply and extend their skills in their classrooms on a regular basis. This limits their achievement.
70. Teaching and learning are good overall, and often very good. Planning is detailed and supports learning in ICT lessons well. For example, in a very good Year 1 lesson, the teacher's meticulous planning enabled her to clearly explain what she expected pupils to achieve. As a result, pupils knew exactly what was expected of them and worked productively together at a good pace to create pictographs. Her excellent classroom management skills promoted very good learning. A very good feature of the lesson was pupils' assessment of their own work. Most pupils accurately assessed their level of confidence and competence and this helped them to identify what they needed to improve. Although some teachers are beginning to assess pupils' work against National Curriculum levels of attainment, this practice is not yet firmly established.
71. The range of resources is good. The school has a dedicated ICT suite and all classrooms are equipped with at least one computer, although these are not used often enough to extend pupils' skills. There are interactive whiteboards in a number of classes and teachers use them well to support learning. They are used particularly effectively to introduce new concepts in lessons and to engage and motivate pupils.

72. The subject is led well by the headteacher. He is knowledgeable and enthusiastic and has a clear vision for the development of ICT. There are plans in place to review all areas of the curriculum and to identify where the use of computers and other forms of technology could support learning in other subjects. The subject leader observes lessons to monitor the quality of teaching and learning and has provided a good level of support for his colleagues. He has delivered training sessions to help teachers improve their knowledge and understanding of new technologies. He has worked in the classroom alongside his colleagues to help them refine and improve their teaching. The contribution of the subject leader is significant in improving provision and supporting good achievement.

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

73. Pupils do not make enough use of their ICT skills across the curriculum. Some teachers have made a promising start on the use of ICT to support learning but its potential has not yet been fully realised. There were some good examples; for example, when Year 4 pupils use a sensing device to monitor their heartbeat after exercise in a physical education lesson. They present their findings in graph form using a data handling program. However, teachers do not plan consistently to use ICT to support learning in other subjects. This does help pupils to extend their skills and knowledge and promote higher standards.

### **HUMANITIES**

74. Only one **history** lesson was seen during inspection. There is insufficient evidence to judge provision, standards of attainment or teaching in this subject.
75. The school uses a good variety of visits and activities to make the subject interesting and meaningful to all pupils. Year 4 pupils interview older family relations about their experiences of World War 2 to enhance their knowledge and understanding of living in London during that time. Year 2 pupils use a visit to a local heritage centre to improve their knowledge of how the Romans lived in the local area. Year 3 pupils use their creative writing skills satisfactorily to complete imaginative letters from Henry the Eighth to Catherine of Aragon, describing the sinking of the Mary Rose. This illustrates how effective links between history and literacy enhance pupils' skills well in both subjects. Subject leadership and management are satisfactory overall. The acting co-ordinator has developed an action plan to focus on raising standards, but subject developments have been limited by staff absence and a high level of staff change.

### **Geography**

Provision in geography is **satisfactory**.

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

- A wide variety of visits and firsthand use of the school environment enhance pupils' interest in the subject.
- Teachers' subject knowledge is good.
- Pupils' use of ICT to support their investigations is limited.

#### **Commentary**

76. Pupils attain standards in geography that meet nationally expected levels throughout the school. Their achievement is satisfactory. No judgement is made on improvement since the last inspection as it focused only on the key subjects of English, mathematics, science and ICT.

77. The school has a well-planned curriculum, supported by many visits to places of local geographical interest, such as a local environmental centre to study rivers. As a result, pupils are very interested and well motivated to research more information to extend their learning and geographical skills. The curriculum is well supported by teachers' effective use of the school environment to encourage pupils to discover their own locality to compare and contrast with other areas of their own country and the wider world. Pupils in Year 6 carry out a geography-based residential visit to Swanage, and show a good understanding of the contrast between a coastal setting and their own urban environment.
78. The quality of teaching and learning is satisfactory. A feature of the best lessons is teachers' subject knowledge, which, linked with good use of physical resources and a pride taken to display pupils' work, results in pupils thoroughly enjoying their learning. In such a lesson with Year 2, pupils enjoy using models and drawings to imagine a bird's eye view of their school. Their interest and enjoyment of the activity result in good concentration and many achieve well. Teaching is less effective where teachers do not maintain a brisk enough pace to lessons. They do not make it clear to pupils what they expect them to achieve in the lesson and do not use frequent time reminders to ensure that pupils stay on task. As a result, a significant number of pupils do not sustain their interest and do not achieve as well as they could. Teachers do not provide enough opportunities for pupils to use ICT to support their work in geography, for example, by using their skills to research the Internet.
79. The leadership and management of the subject are satisfactory overall, although planned improvements have been limited by staff absence. The school has benefited from good support from advisory staff from the Local Education Authority to evaluate achievement through looking at pupils' books, teaching plans and some lessons. A subject improvement plan has been drawn up but it has not been fully implemented due to staff absence.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Teaching is good and promotes good achievement.
- Resources and artefacts from a variety of religions are well used.
- Good leadership and management gives a strong direction to the subject.
- Pupils' interest in religious education results in a deep respect for the beliefs of others.

### **Commentary**

80. Pupils attain standards throughout the school that are above those expected in the Locally Agreed Syllabus. Their achievement is good. The school bases its teaching upon this agreed syllabus, which is used well by all teachers to provide good planning. This is linked with good use of the school's many artefacts from a number of faiths to provide effective teaching. Lessons are very well prepared. Teachers use good subject knowledge to stimulate pupils' thinking and most lessons have moments where pupils reflect and discuss the faiths of others.
81. Teaching and learning are good. In a very good Year 3 lesson, teacher subject knowledge is used very effectively to stimulate discussion between pupils who talk in great depth about the meaning and purpose of the Islamic shrines of Mecca and Medinah. Teachers take every opportunity to extend their own knowledge of other faiths, which is then used effectively to improve pupils' understanding of those beliefs.
82. Leadership and management of the subject are good. A very knowledgeable co-ordinator provides colleagues with practical suggestions to improve teaching as well as using her specific subject knowledge of a variety of faiths to support their teaching. As a result of the profile of the subject within the school, all pupils show a great understanding and respect for the beliefs of others.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. During the inspection only two **art and design** lessons were seen. No overall judgement was made on provision in the subject. It is evident from discussions with pupils and staff and by looking at the quality of pupils' work around the school that standards in art and design are satisfactory overall. Pupils use a broad range of media such as pencils, paint, pastels and clay to produce some interesting pieces of artwork. For example, pupils in Year 6 use different techniques well to create imaginative head-dresses. They plan their designs in their work books and use this information successfully to help them create head-dresses using crepe paper and wire. The teacher's good subject knowledge enables her to show pupils how to use a range of techniques to create interesting structures. The subject leadership and management are satisfactory. The subject leader is new to the role and is knowledgeable and enthusiastic. She has not observed any lessons to evaluate teaching and learning, although is aware of the need to improve various aspects of the subject and has firm plans in place to improve provision. These have not been developed enough to raise standards.
84. No **design and technology** lessons were seen during the inspection. Although no overall judgement can be made on provision, it is evident from looking at pupils' work and discussions with teachers and pupils that pupils' skills develop well in some aspects of the subjects as they move through the school. For example, pupils in Year 2 investigate, design, plan and evaluate their winding tools. They make good mechanisms using hooks, axles and pulleys. These skills are then extended well in later years, for example in Year 6, to make moving monsters. However, the range of activities is limited and pupils do not have enough opportunities to extend their skills fully. Teachers do not link work in design and technology to other subjects to reinforce pupils' skills, knowledge and understanding consistently. The subject is led and managed satisfactorily. The subject leader has detailed plans in place to develop the subject further, for example, through increasing the range of activities and more effective assessment procedures. These are not established to focus strongly on raising standards.
85. Not enough evidence was gathered to make secure judgements about overall provision in **music**. In the one lesson that was seen during the inspection the teacher's preparation and planning were satisfactory and pupils responded with enthusiasm, singing and performing. Their achievement was satisfactory. Pupils have opportunities to listen to music during the day, especially as they enter assembly.
86. At present, there is no co-ordinator for music to monitor pupils' progress or the quality of teaching and learning. The school has appointed a specialist teacher for the subject to start next term.

### Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- The school has good indoor and outdoor physical education facilities.
- Pupils' skills and knowledge are not enhanced enough by the limited range of sporting clubs and out-of-school activities.
- Pupils enjoy physical activities and all take part enthusiastically.
- Teachers do not guide pupils consistently to raise the standard of their performance.
- Subject leadership and management are unsatisfactory.

## Commentary

87. Pupils in Year 2 and Year 6 attain standards that meet those expected nationally, particularly in games and swimming. The school has improved its facilities, particularly the outdoor hardcourt area for pupils in Years 3 to 6. This spacious playground has been set out very effectively with many bright, colourful markings that encourage pupils to take part in physical games and activities during break and lunchtimes. Midday supervisors encourage pupils to play and work well together. This contributes successfully to improving pupils' skills, their personal development and the school's harmonious ethos. The school makes good use of local authority swimming facilities. Year 5 pupils benefit from good specialist coaching from swimming instructors and most attain the nationally expected standard for primary pupils.
88. Pupils' achievement is satisfactory overall. They clearly enjoy physical education. Pupils participate in lessons with great enthusiasm and effort and their delight is evident when they are successful in mastering a skill or applying it in a competitive activity. They talk enthusiastically about different sports. Many are keen to represent their school in competitive matches, talking excitedly about wearing the school's new strip in a local schools' football tournament. Pupils enjoy the opportunity to improve their skills through extra-curricular clubs, for example a football club run each Friday by the Charlton Athletic Community Programme. However, the school has not established a good range of extra-curricular clubs, activities and sporting competitions. This does not help pupils to extend their skills, improve their performance and boost their self-esteem, especially those whose physical skills are better than their academic skills. Opportunities to channel pupils' enthusiasm into sporting competitions and contribute successfully to the school community are not developed fully.
89. Teaching and learning are satisfactory. Pupils make good progress in lessons where good teaching enables pupils to develop their skills effectively through a well-organised series of practices. Teachers plan and organise their lessons well to help pupils practise their skills individually, and then apply them in partner, group and team activities. Some pupils adjust well to applying their skills competitively and achieve well but many Year 5 and 6 pupils do not have a satisfactory knowledge and understanding of team positions and tactics. Their lack of awareness of the need to use space effectively and to move into positions to receive the ball restricts the accuracy of their skills in team play. Teachers use secure subject knowledge well to demonstrate correct techniques, for example, how to grip a cricket bat correctly. They manage their classes well to ensure that all pupils are included fully in the activities and try hard to improve their skills. However, too few teachers require pupils to evaluate their performance and that of others. They do not ask them to identify what they have done well and what they need to improve. This does not help them to raise the standard of their performance.
90. The leadership and management of the subject are unsatisfactory. The lengthy absence of the new co-ordinator has not given a clear lead to developing the subject and improving the standards. Teaching and learning are not evaluated to check on how well pupils' skills are developed and assessed. As a result, the subject is not given a sufficiently high profile in school improvement priorities and has not developed enough to extend pupils' skills, especially those of more able pupils.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. The good programme for personal, social and health education and citizenship adds very positively to pupils' personal development and promotes a caring and supportive school community. The sex education programme is taught effectively in science to pupils in Years 5 and 6, with valuable assistance from the school nurse. The school makes good use of a new programme, provided by the On-Track team. Good use is made of visiting specialist staff, for example, to lead sessions on drug awareness and abuse. This enhances pupils' knowledge and understanding well. Teaching was very good in the two lessons observed. Teachers use the resources successfully to plan their weekly lessons to focus on issues relevant to pupils' personal development and to the needs of the school community, for example, to consider

people's different views when solving a problem. They make good use of different strategies, such as talking partners, to encourage pupils to share and value each other's ideas and opinions. This increases pupils' understanding of different perceptions and helps promote good relationships throughout the school. The good teaching links effectively with assembly themes, circle time activities and with many aspects of the school's aims. This helps all staff to follow a consistent approach throughout the whole school and promotes a positive ethos. The school is working towards achieving the Healthy Schools Award and is providing 'Jamie's Dinners' to help increase pupils' understanding of the benefits of a healthy lifestyle. Members of the school council value the responsibility and opportunity to contribute their ideas and those of other pupils to improve the school. The subject is satisfactorily led and managed. The co-ordinator has introduced new resources successfully and has organised some staff training sessions to support teaching. Procedures to monitor teaching and evaluate their effect on learning are not developed.



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

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