

# INSPECTION REPORT

## **KENDER PRIMARY SCHOOL**

New Cross, London

LEA area: Lewisham

Unique reference number: 100691

Headteacher: Miss L Hayward

Lead inspector: Mr R Cheetham

Dates of inspection: 4 – 6 October 2004

Inspection number: 267127

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:	234
School address:	Briant Street New Cross London
Postcode:	SE14 5JA
Telephone number:	020 7639 4654
Fax number:	020 7635 5937
Appropriate authority:	The governing body
Name of chair of governors:	Father Peter Fellows
Date of previous inspection:	30 November 1998

## CHARACTERISTICS OF THE SCHOOL

Kender Primary School is a similar size to other primary schools and has 234 pupils on roll that includes 15 full-time equivalent children in the Nursery. Children's attainment on entry to the Nursery is below that usually found and by the time they leave the Foundation Stage it has risen to average. This is a popular local school that attracts pupils from nearby areas. The neighbourhood is one of below average socio-economic circumstances where many different cultures and faiths are represented. There is a much higher than average percentage of pupils from ethnic minority backgrounds. The percentage of pupils whose first language is not or believed not to be English is very high (53 per cent). The proportion of pupils entitled to a free school meal is above average at 38 per cent. There are 19 per cent of pupils with special educational needs and this is average. The pupils' needs include: moderate and severe learning difficulties, speech and communication difficulties and autistic spectrum disorders. The percentage of pupils with statements of special educational need is 4.3 per cent, which is well above average. The school makes designated provision for six autistic pupils by hosting a local education authority communication project, which provides additional resources for them above that set out in their statements of special educational need.

The school is a member of an Excellence in Cities Education Action Zone that aims to raise achievement through collaboration with local schools to develop a creative curriculum. Since 1999, it has been a Beacon School (funded to share its expertise with other schools) for tackling boys' underachievement, special educational needs provision, pupil monitoring, the effective use of the environment and the use of assessment for setting targets with pupils. The school receives additional finance from national projects such as New Deals for Communities and recently received funding for its Breakfast Club. The school has received three annual School Achievement Awards, Awards for All in 2003 and 2004 and a Local Heritage Initiative Award in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2592	Mr R Cheetham	Lead inspector	Science Physical education
19436	Mr M O'Malley	Lay inspector	
17260	Mrs J Taylor	Team inspector	The work of the special educational needs unit
21142	Mrs P McGraw	Team inspector	Information and communication technology Music Special educational needs
32396	Mrs S O'Hannan	Team inspector	English Religious education The Foundation Stage
28071	Mr A Williams	Team inspector	Mathematics Art and design Design and technology Geography History English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** that gives very good value for money. It is an ambitious school that includes all its pupils very well in its provision. Pupils reach above average standards of attainment and achieve very well. Teaching and learning are good and the school is very well led and managed.

The school's main strengths and weaknesses are:

- Year 6 pupils achieve above average standards in English, mathematics, science (the core subjects), information and communication technology (ICT), music, physical education and religious education and well above average standards in art and design
- Pupils with special educational needs and those learning English as an additional language achieve very well
- Pupils' personal development is very good
- The quality of teaching and learning is good overall and is very good in Reception and for pupils with special educational needs and those with English as an additional language
- The school enables all its pupils to benefit from a rich and varied curriculum
- The school cares very well for its pupils and gives them good support and guidance
- The partnership with parents is very good and there are excellent links with the community
- The headteacher provides excellent leadership
- The newly formed senior management team support her well but their role in planning school development in the medium term and in systematically evaluating the quality of teaching and learning is at an early stage of development
- The school is well governed and very well managed
- The assessment of pupils' progress in subjects other than the core subjects and art and design is unsatisfactory

The school has progressed very well since its previous inspection. It has made at least good progress on the key issues identified then. It has improved Year 2 pupils' achievement in science and overall pupils' achievement in music and ICT. It has maintained above average standards in the core subjects and the very good achievement of pupils with special educational needs.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	A	A*
Mathematics	A	B	A*	A*
Science	A*	B	A	A

*Key: A\* in the top five percent of schools nationally, A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

The table above shows that standards have mostly been above or well above average. **Pupils, including those learning English as an additional language and those with special educational needs, achieve very well.** Children achieve well in the Foundation Stage. They progress very well in personal, social and emotional development, communication, language and literacy and in physical development and achieve well in the other areas of learning. Overall, most are likely to reach the Early Learning Goals (the standard expected) in all the areas of learning. Pupils achieve well in Years 1 and 2 and reach average standards in the core subjects, ICT, history,

music, physical education and religious education. They achieve very well in art and design and reach well above average standards. Pupils achieve very well in Years 3 to 6. They reach above average standards in the core subjects, ICT, music, physical education and religious education. They reach average standards in history and well above average standards in art and design, in which they achieve very well. There is not enough inspection evidence to report on standards and achievement in design and technology and geography. **The development of pupils' personal qualities is very good. Their spiritual and moral development is very good and their social and cultural development is excellent.** They have very good attitudes to school and behave very well. Their attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education. The quality of teaching and learning is good.** It is consistently very good for children in Reception and for pupils learning English as an additional language and those with special educational needs. Most other teaching and learning is at least good and pupils respond well by concentrating and working well together. Learning support assistants make a valuable contribution to pupils' learning. Teachers plan and prepare very well and introduce lessons clearly. Pupils respond well by taking a pride in their work. There is very good subject knowledge in art and design, ICT, music and physical education. Teachers use homework effectively to consolidate and extend what pupils learn in class especially in the core subjects. Literacy and numeracy skills are taught well and pupils practise these in other subjects. The marking of pupils' work is supportive but does not always help them to see how they can improve. The assessment of pupils' progress in the core subjects and in art and design is very effective but in other subjects it is unsatisfactory. Staff take very good care of the pupils and provide very good access to the curriculum. This is very broad and has extra opportunities for pupils to develop. The school values its very good links with parents who support their children's learning well. Staff work hard to capitalise on the excellent links with the community to the benefit of pupils' achievement.

## **LEADERSHIP AND MANAGEMENT**

**The quality of leadership and management is very good.** The headteacher gives an excellent lead to the staff team by setting high standards with them and supporting them to give of their best. They respond very well to her active involvement in all facets of school life, and senior staff manage some important areas of the school's work very well, such as the Foundation Stage and provision for pupils with special educational needs. The senior managers are developing well as a team and aim to increase their effectiveness in the school's medium-term planning and in systematically evaluating the effectiveness of teaching and learning. The governing body is very committed to the school and fulfils its statutory duties well. It manages several aspects of its work well, including its budget oversight and its involvement in community developments. It has a good understanding of the school's strengths and weaknesses and is considering how to improve this by judging the impact on pupils' learning of agreed aspects of the school's work.

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

Parents think very highly of the school and pupils appreciate what it offers them.

## **IMPROVEMENTS NEEDED**

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

- Improve the assessment of pupils' progress in design and technology, geography, history, ICT, music, physical education and religious education
- Increase the effectiveness of the senior management team in school medium-term planning and in the systematic monitoring and evaluation of teaching and learning

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

### **STANDARDS ACHIEVED BY PUPILS**

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

From a below average start in the Nursery, children achieve well in the Foundation Stage. By the end of Reception, most are likely to reach the Early Learning Goals (the standard expected) in all the areas of learning. They continue to achieve well in Years 1 and 2 and reach at least average standards by the end of Year 2. Pupils in Years 3 to 6 achieve very well and reach mostly above average standards by the end of Year 6.

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

- The school generally meets or exceeds the challenging targets it sets for Year 6 pupils' standards of attainment in English and mathematics
- Year 6 standards in English and mathematics in recent years have usually been well above the national average and sometimes very high when compared to similar schools
- Children in the Foundation Stage achieve very well in personal, social and emotional development, in communication, language and literacy development and in physical development and achieve well in other areas of learning
- Pupils with special educational needs and those with English as an additional language achieve very well
- Current Year 6 standards are above average in English, mathematics, science, information and communication technology (ICT), music, physical education and religious education
- Throughout the school, pupils achieve very well in art and design and reach well above average standards by Year 6

#### **Commentary**

1. In the three years to 2003, the trend in Year 2 test results in reading, writing and mathematics matched the national trend of improvement. However in 2003, standards were below average although they were above the average of similar schools (those with a similar proportion of pupils entitled to a free school meal). Standards based on teacher assessments in science in 2003 were below average. Over the same period, Year 6 results have been generally well above the national trend of improvement. In 2003, Year 6 standards in English were well above average; they were very high in mathematics (in the highest five per cent of all schools) and well above average in science. The pupils made excellent progress from their Year 2 starting points. From unvalidated test results in 2004, it is likely that Year 2 reading standards fell slightly, writing standards were similar to those in 2003 and mathematics standards improved. The test results of Year 6 pupils in 2004 are likely to show a decline from the previous year's peak but also that the school exceeded its suitably challenging targets then as it had done previously. The trend of higher results in Year 6 than in Year 2 reflects the school's success in improving the access of pupils with English as an additional language to the curriculum and enabling them to achieve as well academically as their peers. The trend also shows the effectiveness of the school's policy of early identification and support for pupils with special educational needs.
2. Staff help children in the Foundation Stage settle to learning routines and make increasingly good progress. Their progress in personal, social and emotional development, communication, language and literacy development and in physical development is the result of very well co-ordinated staff efforts and high expectations. Their overall good progress stems from very good induction processes, parental support and staff expertise and commitment. By the end of Reception, all will have made a good start to their school education.

3. Pupils with English as an additional language make very good progress in developing English language skills. By Year 6, most speak fluent English and reach similar academic standards to that of their peers. Pupils with special educational needs make very good progress towards their individual education plan targets and a significant minority achieve average levels of attainment in the core subjects by the end of Year 6. This is because the school makes very accurate assessments of their needs, provides very good support and regularly evaluates their progress. Pupils with autism achieve very well and reach academic standards that are in line with the other pupils. For example, in Year 1 they are starting to write short sentences independently. They achieve very well in relation to their particular special needs. They make very good progress in communication and social development and learn about other people's points of view. Older pupils develop considerable insight into their own strengths and needs.
  
4. The present Year 2 pupils are achieving well in English and reaching average standards. They make good progress in recognising unfamiliar words from the sounds letters make and use this in their writing. They use full stops and capital letters accurately and most are using joined handwriting. Year 6 pupils achieve well and reach above average standards. They read a wide range of books and explain their choices. Pupils write in a variety of genres, such as factual and persuasive writing. In both Years 2 and 6, speaking and listening standards are average and pupils make satisfactory progress. Improvement in this is a current priority. In mathematics, pupils achieve well. They reach average standards by Year 2 and above average standards by Year 6. Year 2 pupils use number lines confidently and have a good understanding of place value. Most Year 6 pupils apply the four mathematical operations to problem solving and use a variety of calculation methods. In science, pupils achieve well. They reach average standards in Year 2 and above average standards in Year 6. Year 2 pupils have good observational and recording skills and have a sound scientific knowledge. Year 6 pupils have good investigative skills and a good understanding of materials' properties.
  
5. In ICT, Year 2 pupils make sound progress and reach the expected level of attainment. Year 6 pupils achieve well and reach above the level expected. Year 2 pupils have good keyboard and editing skills and Year 6 pupils confidently use spreadsheets to set out and analyse information. In religious education, Year 2 pupils make satisfactory progress and reach the level expected in the locally agreed syllabus. By Year 6, they achieve well and reach above the level expected. Year 2 pupils have a sound knowledge of religious stories from different faiths and Year 6 pupils recognise similarities and differences between religions and appreciate the beliefs of others. In both Years 2 and 6, pupils' standards in art and design are well above average and they achieve very well. Pupils develop observational drawing skills very well and learn to evaluate their work to make improvements. In history, pupils reach average standards and achieve well. Year 2 pupils progress well in historical skills and have a developing sense of chronology. Year 6 pupils research their own information and have a good knowledge of periods they have recently studied. Standards in music are above average and pupils achieve well. Pupils sing tunefully, have a very good appreciation of rhythm and pitch, are mastering a range of instruments, perform individually and collectively their own compositions and appraise and improve their work. In physical education, Year 2 pupils reach average standards and achieve soundly. By Year 6, they achieve well and reach above expected standards. They make good progress in ball control and games skills. Talented pupils in art and design, music and physical education achieve well. There is not enough evidence in design and technology and geography to make a judgement on pupils' attainment and achievement.

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

Standards in:	School results	National results
Reading	14.7 (15.4)	15.7 (15.8)
Writing	13.6 (13.8)	14.6 (14.4)
Mathematics	15.6 (15.9)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	29.6 (27.9)	26.8 (27.0)
Mathematics	30.0 (27.9)	26.8 (26.7)
Science	30.0 (29.1)	28.6 (28.3)

*There were 28 pupils in the year group. Figures in brackets are for the previous year.*

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

Pupils' attitudes and behaviour are very good. Their spiritual and moral development is very good. Their social and cultural development is excellent. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Pupils are very interested in their lessons and other school activities
- The vast majority of pupils know what is expected of their behaviour and respond very well
- There are very good relationships and pupils respect each other
- Pupils' personal development is very good
- Attendance has improved
- Pupils with special educational needs and those with English as an additional language respond very well to staff support

### **Commentary**

6. Children settle in quickly to the Foundation Stage and make very good progress in their personal, social and emotional development. Pupils like school. They work hard in lessons and they are keen to take part in activities outside class. The vast majority of pupils behave very well. A small minority find it hard to concentrate for long periods. They can occasionally get distracted and interrupt lessons, but staff manage this very well, with strong support from the headteacher. Some of the younger pupils are still learning how to co-operate and share. There was one exclusion last year, which was appropriate.
7. Pupils with English as an additional language are very confident in their ability to learn English because high levels of support keep them interested and enthusiastic. They enjoy very good relationships because the school fosters them. Pupils with special educational needs concentrate well. They are willing to discuss their work, and set new targets and this contributes significantly to their achievement. Pupils with autism attend very well and their behaviour is very good. They make very good progress in social development because staff use very effective strategies to help them understand school routines. Staff make great efforts to develop trust and understanding and pupils are remarkably secure for much of the time. They develop very effective strategies for managing their own behaviour, as they get older. Their growing insights have been very useful for the pupils themselves and beneficial for the school community.
8. The development of personal and social skills is integral to all teaching in activities such as paired and group work. Adults use them to help all pupils to relate to each other and work together effectively. Assemblies develop themes such as understanding the community with stories, prayers and reflections to help pupils consider values and beliefs. The school is outstanding at promoting mutual respect and concern for others. Pupils readily accept differences and they make sure no-one is left out. There is little bullying or racism and both are quickly tackled. Pupils can distinguish clearly between right and wrong, and they think through the consequences of their actions.

9. The school grasps every opportunity to build pupils' self-esteem and help them to understand their community responsibilities. Therefore all pupils develop confident attitudes to school. They are keen to take responsibility, as monitors, reading buddies (listening to readers), looking after visitors, or through the school council. Pupils from different backgrounds mix well together. They entertain the elderly at the "Old Folks" party, and look after the school environment very well.
10. There are many opportunities for pupils to learn about their own and other cultural traditions through assemblies, visits and visitors, a wide range of extra-curricular activities, and studies in class. The teachers encourage the pupils to learn from each other about their own cultural experiences, and celebrate the rich mix of cultures.

### Attendance

11. Attendance has improved since the previous inspection. It is now satisfactory and unauthorised absence has been reduced. Extended holidays to visit relatives abroad affect attendance figures. Punctuality is satisfactory. There are good procedures for monitoring and promoting attendance. Absence and lateness are monitored closely. Unexplained absence and unsatisfactory attendance are followed up. Good attendance is rewarded. These procedures can be improved further by identifying more accurately pupils with unsatisfactory attendance.

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

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.4
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**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background

#### **Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
48	0	0
3	0	0
5	0	0
13	0	0
1	0	0
7	0	0
1	0	0
2	0	0
4	0	0
2	0	0

Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

42
35
4
6
4

0	0
1	0
0	0
0	0
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 very good quality education and includes its pupils very well in its rich and varied curriculum. Pupils are taught well and the school takes very good care of its pupils. The school promotes very good links with parents and excellent involvement with the community.

### **Teaching and learning**

Most aspects of teaching and learning are good and provision is particularly effective for pupils learning English as an additional language, those with special educational needs and children in Reception.

### **Main strengths and weaknesses**

- Learning support assistants make a valuable contribution to pupils' learning
- Teachers plan and prepare very well
- There is very good subject knowledge in art and design, ICT, music and physical education
- Teachers use homework effectively to consolidate and extend what pupils learn in class
- Marking of pupils' work does not always help them to see how they can improve
- Teachers assess pupils' progress well in the core subjects and in art and design but their assessments in other subjects are unsatisfactory
- Literacy and numeracy skills are taught well

### **Commentary**

12. Pupils in the early stages of acquiring English receive additional support from skilled staff. Most class teachers maintain pupils' progress by amending their speech in line with their listeners' needs. Teachers of pupils with special educational needs plan work thoroughly and use a wide range of strategies to interest pupils and match work to their needs. Assessments are accurate and staff help pupils understand what they need to do to improve and this keeps them motivated. The work of learning support assistants is particularly effective in most parts of lessons and when working individually or with small groups adjacent to the classrooms. Pupils with autism are taught very well. Their progress is assessed very accurately and this enables them to make very good progress. Staff include pupils sensitively and use strategies such as clearly understood social rules to marked effect. They use ICT well to provide individual resources and personal writing aids. Staff teams work closely to ensure consistency of teaching and learning approaches and set high expectations.
13. In the Foundation Stage, there is a strong emphasis on meeting individual children's learning needs. Ongoing assessments of the children allow staff to plan interesting learning experiences that are appropriate for each child's stage of development. Staff plan an extensive range of activities for very effective play-based learning. They understand what they expect children to learn from these activities and direct such learning very effectively. In the Nursery, there can be too many activities on offer for the number of children and this sometimes means that their play is less focused. Staff use a range of teaching techniques so that children with limited concentration spans are focused on learning. Pupils learn quickly during their time in the Foundation Stage as a result of the high quality experiences provided.
14. In Years 1 and 2, staff prepare classrooms excellently and so pupils can use a good range of resources with very little fuss. They manage learning very well so that lessons maintain a good pace and pupils behave very well. Lesson planning is very good and enables teachers to make plain to the pupils where the lesson fits into what they have already learnt and what they are about to. Teachers use the end of lessons well to assess what pupils have learnt as well as consolidating the main points. However, the assessments (as in Years 3 to 6) are not systematically recorded to provide an overall view of pupils' progress in most subjects. Excellent subject knowledge in music for example, inspires pupils to achieve well. Teachers

and learning support assistants work very well as teams to support pupils' learning. They share planning and some assessments of pupils' progress. These are sometimes shared with the pupils orally during lessons but there is more scope in all classes for more written comments in marking to help pupils see what they need to improve on.

15. In Years 3 to 6, lesson preparation (shared with support staff) is also of a high order. It sets the tone of high expectations of achievement and behaviour to which pupils respond well. As in Years 1 and 2, literacy and numeracy skills are taught well. The school is placing increased emphasis on providing more opportunities for speaking and listening such as the good use of response partners (pupils talking their ideas through in pairs) in Years 4 and 5. Throughout the school the impact of curriculum leadership is particularly evident in English, mathematics, science and ICT. This is because the quality of teaching and learning is consistently good and reflects training priorities such as the development of investigative learning in science. Staff subject knowledge has been significantly improved in ICT, music and physical education through the involvement of specialist staff. As a result, pupils throughout the school are more confident in their use of ICT and are coached very well in music and physical education so that their skill levels improve. Over a longer period, staff subject knowledge has been built up in art and design so that teaching is confident and pupils respond very well to accurate assessments of their work. Teachers use homework very well to consolidate and extend pupils' learning, especially in English, mathematics and science. This aspect of pupils' learning has received a recent fillip with the introduction of personal digital assistants (PDAs).

**Summary of teaching observed during the inspection in 47 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
[ 1 ] 2%	[ 15 ] 32%	[ 27 ] 57%	[ 4 ] 9%	0%	0%	0%

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

**The curriculum**

The school provides a very well structured curriculum that meets requirements and engages pupils very well. A very wide range of extra-curricular activities enhances the curriculum. Teachers make good use of the school's accommodation and resources to provide a vivid learning environment.

**Main strengths and weaknesses**

- The very well planned curriculum is the platform for developing cross-curricular skills in English, mathematics, science and ICT
- Extra-curricular activities bring an added dimension to pupils' learning
- Timetabling for younger pupils is not always used flexibly
- The links between the Foundation Stage and Year 1 are very well developed
- Provision for pupils with special educational needs and those with English as an additional language is very good
- ICT links with most other subjects are developing well

**Commentary**

16. Pupils achieve very well partly because the curriculum is very well planned. In ICT and music, specialist teachers support colleagues and this increases the quality and range of the curriculum. It enables some areas to be studied in greater depth, broadening pupils' understanding. Pupils have many opportunities to apply their English and mathematical skills in other subjects. Staff are making good use of ICT in other subjects, such as English, but the school does not currently have the software to extend these links to art and design and music.

The curriculum is socially inclusive and strongly promotes equality of opportunity for all pupils. Lessons are generally well paced with a variety of activities to keep pupils interested. However, in some longer lessons, younger pupils find difficulty in concentrating for the whole session. For example, a Year 3 religious education lesson lasted for over an hour with too few changes of activity. Pupils became restless and this slowed their learning.

17. A very good range of visits and visitors, together with many clubs and activities, enhances pupils' learning very well. Artistic expression is valued and this is promoted very well through music, art and design, dance and drama. The many opportunities to play instruments and sing and dance with the support of the Irie dance group add significantly to the spiritual and cultural aspects of the curriculum. The school makes very good use of specialist coaches to extend pupils' skills in hockey and tag rugby.
18. Pupils with special educational needs are provided with appropriately challenging work from the outset. Their individual education plans identify what they need to learn and staff work closely together to review progress and set new work. Pupils are withdrawn from class to receive specialist support and are integrated well into lessons at other times. The school uses well the expertise of a range of external professionals, including a speech and language therapist shared with local schools. Pupils gain confidence because they are well supported by adults and by their peers. The curriculum for pupils with English as an additional language is tailored to fit individual needs. It takes account of pupils' ethnic diversity and is very well planned. Pupils are very well supported and achieve very well. The curriculum caters very well for the needs of pupils with autism. They are very well supported to take part in all school activities. Staff have made some very good resources (such as ICT-generated photographic and symbol-based ones) to meet pupils' needs. The accommodation generally meets the needs of this group but there is insufficient space for individual work in a quiet area. The curriculum is responsive and flexible, catering very effectively for pupils with autism on a day-to-day basis. Pupils are fully included in their appropriate class group and benefit from individual and small group teaching.
19. The Foundation Stage curriculum is very well tailored to the children's diverse learning needs. Communication and social skills are emphasised. The transition project between Reception and Year 1 particularly benefits young or immature pupils or those who experience learning difficulties. The extra opportunities to develop pupils' confidence, scope for choice and to work together within a very flexible curriculum have a significant impact on pupils' personal and social development.
20. Teachers display pupils' work very effectively around school to provide a colourful and stimulating environment. The school uses available space well. Corridor spaces are used intensively for work with small groups. Staff use the newly created computer suite very well and seek a better solution for the current unsatisfactory siting of the library. Large playgrounds are used well and there are plans for extended community use. Teaching resources are of good quality and plentiful and teachers use them very effectively. Interactive whiteboards in nearly all classes give an added dimension to lessons.

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

Arrangements to ensure pupils' care, welfare, health and safety are very good. The provision for support and guidance is good.

### **Main strengths and weaknesses**

- The school takes very good care of pupils and takes good account of their views
- The school provides very good support, advice and guidance for pupils with special educational needs and those learning English as an additional language
- The provision for pupils with autism is excellent

- There are very good assessment arrangements for monitoring pupils' achievement in the core subjects and they are good in art and design, but systems for monitoring their progress in other subjects are unsatisfactory

### **Commentary**

21. The school takes very good care of pupils' medical, social and emotional needs. Staff ensure that pupils are secure and confident to get on with their learning. There is good support from outside agencies. There are effective procedures for child protection and satisfactory arrangements for health and safety. There is good first-aid coverage and good levels of pupil supervision. The school checks the premises for hazards and makes necessary improvements. There are very good arrangements to help new pupils settle into school, including home visits. Pupils are confident there is someone to turn to if they have problems, and the school takes good account of their views through the school council and class discussions. Pupils' personal development is monitored very effectively. The teachers and support staff know the pupils very well. They are quick to note when pupils need extra help and help pupils to build confidence and practise their social skills.
22. There are very good systems for tracking pupils' progress in mathematics and English and staff use the analysis of assessment information very well. Pupils are given good guidance on how they can improve including targets, which are discussed with parents. Pupils who need extra help are given very good support. In science, teachers pre and post test what pupils have learnt from their science modules and use the information to alter their lesson plans if necessary. In art and design, a collection of pupils' work that is matched to levels of attainment helps staff plan lessons and assess progress. In other subjects, whole school systems for assessing pupils' progress are unsatisfactory because they do not give a complete account of how well pupils are achieving and in which aspects they need extra help. However, pupils are encouraged to evaluate their own progress in subjects such as ICT, art and design and dance.
23. There are very effective procedures for monitoring and supporting the progress of different groups of pupils such as those with special educational needs and with English as an additional language. Pupils new to the school who have little or no English receive effective support based on accurate assessments of their level of need. The system for monitoring their subsequent progress includes regular assessments alongside the ongoing records kept by staff. Pupils with special educational needs are given very good support based on accurate assessments that can trigger a wealth of expertise to support, for instance, their emotional and behavioural difficulties. These assessments also involve pupils very effectively so they can help to devise their own programmes such as provided in additional programmes for literacy and numeracy skills. Pupils have targets that are discussed with them and their parents. An important feature of the school's work is that pupils get full recognition for the breadth of their achievements. The school obtains very helpful external help from specialists and centres of excellence for assessing and supporting pupils with autism. For instance, visiting health professionals make a significant contribution to each pupil's work programmes. There is continuing dialogue with professionals, parents and each pupil to make provision responsive to individual changing needs. Excellent relationships between pupils with autism and particular adults provide security in which each pupil can develop. Induction and transition between classes is exceptionally well managed to prepare pupils for the next stage of learning.

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

The school has a very good partnership with parents so they can support their children's education. There are excellent links with the community and a very good partnership with other schools.

### **Main strengths and weaknesses**

- The information provided for parents about the school and their children's progress is very good
- The school works closely with parents so they can support their children's education
- Parents are involved and give good support to the school's work
- Aply led by the Community Worker, the school's links with the community and other schools provide an exceptional range of opportunities to enrich the pupils' education and support their personal development

### **Commentary**

24. The school keeps parents well informed through notices, letters and meetings, and plans to improve this further with more regular newsletters. The prospectus and governors' annual report meet requirements and provide a good summary of the school's provision and achievements. Parents are kept well informed on what is taught and how they can help. They are very satisfied with the arrangements for keeping them informed about their children's progress and end-of-year reports are good. The school works very well with parents of pupils with English as an additional language. It provides translators for parent/teacher meetings and gives parents very good support in helping their children at home. Parents of pupils with special educational needs are very much involved in their children's progress. They attend meetings where this is reviewed and find out how they can help. The school's links with parents of pupils with autism are excellent and links with outside bodies concerning the syndrome are very good. Staff listen and respond to parents' advice and concerns and involve them in discussions and decisions. Staff and parents work together to deepen their understanding and skills. The school has developed its local networks (such as the Lewisham parents' group) to improve provision through information and resources.
25. The school encourages parents to raise concerns and is quick to involve them if needed. Parents are confident that the school takes account of their suggestions and the school plans to do this more formally through questionnaires. There are very good procedures for introducing parents and their children to the school. The arrangements for homework are effective. Parents' evenings are very well attended and many parents support their children at concerts and other school events. Parents are encouraged to help in school, and when they are able, make a good contribution to curriculum breadth such as running the netball club.
26. The headteacher is readily accessible to parents and takes a personal interest in every child. The community worker is a very effective contact for parents and the wider community. In addition to her pastoral duties, she organises activities such as "Family Learning" and gives good advice and help to parents so they can support their children's education.
27. The New Deals for Community regeneration project has provided additional staff and expertise and forged very productive links with the community, which significantly improve the quality of pupils' education. The Excellence in Cities Action Zone funds developments in computer expertise and supports exciting links with the National Theatre and Irie Dance. The pupils visit museums, galleries and other places of historical interest. Many visitors to the school, including authors, artists and historians, broaden pupils' first hand experience and significantly raise their interest in learning. The pupils perform at the Laban Centre, Lewisham Town Hall, and Broadway Theatre. There are many other useful community partnerships such as The Millwall Community Scheme and the New Cross and Deptford Credit Union. There are good links with the local churches and the local vicar's assemblies make an excellent contribution to pupils' personal development.

28. Kender links very effectively with two local schools, known as The Triangle to share holiday schemes, after school clubs, expertise and staff training. There are joint projects such as the "kick out racism" football tournament. Years 5 and 6 pupils go to another school for swimming lessons, and many take part in inter-school sports competitions. There are supportive links with two local secondary schools. The Institute of Education has very productive links with the school that include teacher training, and Lewisham College runs computer courses for parents.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher provides excellent leadership and is well supported by senior staff. The school is well governed.

### **Main strengths and weaknesses**

- The headteacher provides excellent leadership of the curriculum and teaching and has an ambitious vision for the future
- Although newly formed, the senior management team manage aspects of provision very well
- Staff work very effectively in teams to include all pupils in the school's provision excellently
- The school has highly effective systems for staff induction, performance management and professional development
- Despite local staffing difficulties, the school has an excellent record of recruitment and retention and is innovative in the way it deploys staff and manages their workload
- Financial decisions are carefully targeted on school improvement issues
- The senior management team is not yet fully involved in strategic planning and in systematically monitoring the quality of teaching and learning

### **Commentary**

29. The headteacher's leadership is grounded in a detailed understanding of the school's provision and a clear-sighted view of its potential for further development. She has worked very effectively with changes of senior staff and governors to increase the momentum for improvement in standards and achievement. She has fashioned Kender into a very effective learning community that is keen to consolidate successful practice and to take every opportunity to improve. She has flexibly deployed staff to meet pupils' learning needs and developed a distinct pattern of staff development that serves two main purposes: improves teaching skills and is a strong plank in a recruitment and retention policy that has ensured good levels of well-qualified staff. This staff development approach often begins with the school's very good links with teacher training institutions. Staff in training see at first hand what the school can offer and can then apply for posts in the school. The school provides a comprehensive induction programme for all staff and this builds into a highly effective staff performance management programme that supports their development and fosters their ambitions for their pupils and themselves. A key feature of this programme is the coaching by senior staff to disseminate their expertise and spread effective practice. This has encouraged the development of very effective staff teams who learn from one another and teach consistently well.
30. The senior management team is developing well and lending effective support to the headteacher by managing staff teams very well. The Foundation Stage manager works very effectively with all staff to develop more consistent approaches to teaching and learning and make the children's transition to Year 1 smooth. The ICT co-ordinator gives a strong lead in staff training and curriculum development. Staffing for pupils with English as an additional language is deployed very effectively and overall provision is managed with a very clear focus on pupils' acquisition of English to raise their overall attainment. The co-ordinator for special educational needs manages staff very well to assess and support pupils' progress. She maintains very good links with specialist support agencies, trains teaching assistants and

briefs teaching staff. The manager of provision for pupils with autism has a clear vision to include them effectively in all the school has to offer. She organises skilled staff who are committed to supporting them and has arranged staff training and a programme to share what is learnt to develop staff expertise further. As a result, staff are very well motivated, well briefed and properly involved in decision making. Communications are very good and this enables staff to keep one another up to date on aspects of pupils' progress and staff training as well as any improvements in provision such as new resources or advice from outside. The senior managers' role in monitoring and evaluating the quality of teaching and learning is not as well developed but is sound. Individually, they have a good understanding of the strengths and weaknesses based on their staff coaching and support for planning. This is backed up by the headteacher's routine scrutinies of pupils' work and classroom observations. However, these methods are not systematic and this is something that the senior staff seek to improve. Although the school's priorities for improvement are clearly set out in its useful development plan, details of its plans for the next three years are in outline and have not yet been fully shared with senior staff or governors. Again, steps are now being taken to bring this about.

31. The headteacher and some senior staff have been behind the school's successful applications for additional funding to increase the quality of the school's provision. A good example of this is the current project involving pupils with autism and an ambitious programme involving local schools in the development of community links. These initiatives are strongly supported by the governors who have a good grasp of the school's strengths and weaknesses through information provided by the school as well as their own monitoring. This takes place on a regular basis through interviews with senior staff, minuted visits to the school and regular contacts such as those by the chair of governors who leads weekly assemblies and works with pupils. Governors are well organised and have good arrangements for induction and training. They fulfil their statutory duties well and are strong supporters of the school's very high commitment to including all pupils in what it offers. They foster links with the community and provide effective challenge and very good support for the school's management. They monitor the school's finances very well and have properly accounted for the current under spend which was largely due to the late allocation of funding. They apply the principles of best value well to purchases and services. They are currently thinking of ways in which they can evaluate the impact on pupils' learning of particular items of expenditure, such as the improvements in ICT.

## Financial information

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

Income and expenditure (£)	
Total income	1,074,162
Total expenditure	998,009
Expenditure per pupil	4,040

Balances (£)	
Balance from previous year	19,287
Balance carried forward to the next	95,440

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

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

Provision for children in the Foundation Stage is **very good** and is very well led and managed. There is a very effective system to introduce children to the Nursery and Reception class before starting school. The quality of teaching is good, as all staff have a good understanding of how young children learn best. Staff use accurate assessments of children's learning to plan what they need to learn next or to match activities to their interests. All adults set excellent role models for the children and manage them well. There is a good ratio of adults to children to cater for the wide range of needs. As a result, children make good progress towards the goals they are expected to reach by the end of Reception and achieve well. The accommodation in Reception is good and is well managed; it is satisfactory in the Nursery. Staff make very good use of the outside areas and children extend their learning in this extra space.

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

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

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

- Children have many opportunities to select their own activities and use resources independently
- Children achieve very well because of the very good teaching and the high expectations set by staff
- Supportive relationships help children to feel confident and happy

#### **Commentary**

32. Teaching is very good in this area. Children are happy to leave their parents on arrival and are quickly involved in the wide range of activities available. This helps them to become responsible for their own learning. They help themselves to snacks from the snack table, buttering their own cracker and sitting and enjoying it with a friend. Children develop the confidence to move between activities and work sensibly with others, sharing resources and seeking help when needed. Adults are very skilled at helping children to alter their behaviour when they become restless during class sessions or when they behave inappropriately. Children make very good progress in this area because of the confidence that adults build in them to manage their own learning and to ensure they feel valued as individuals in their class community.

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

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

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

- Children with little English receive plenty of individual help to develop their speaking and listening skills
- Adults take every opportunity to develop the children's language skills, and teaching is very good
- Children enjoy looking at books and most identify initial sounds
- Children are confident to experiment with writing and can write their own names

## Commentary

33. Communication, language and literacy skills are taught very well. Staff talk continually with children to broaden their vocabulary. They ask many open-ended questions and encourage children to volunteer their opinions or explain what they are doing. Children take part in role-play activities to develop their speaking skills. They become customers or staff at the Kender café or use the zoo animals to act out jungle stories. Children with little English are assessed effectively and given plenty of help to communicate effectively. All the children achieve well, although their spoken language development is only just in line with expectations.
34. Children enjoy listening to stories and join in reading familiar words and phrases. They retell the story of the Gingerbread Man and join in with the tongue twisters in 'Pass the Jam Jim'. Younger children behave as readers, turning pages and acting as storytellers while older children use pictures and sounds at the beginning of words to predict the text. Teachers develop activities built around the story read in class to encourage their interest. In the Nursery, they acted out the story of the ginger bread man with puppets and then baked their own ginger bread men. Children achieve very well and, by the end of Reception, reading standards are in line with those in most schools.
35. Children have frequent opportunities to develop their writing skills. They begin to write the letters of the alphabet and learn the sounds they make. They have good opportunities to develop their own writing such as party invitations or orders in the café. A range of writing equipment is always available and children frequently use these to record their own writing. By the time they leave the Foundation Stage, most children can write a few words in a clear, legible script. Children achieve very well, and writing standards are just in line with those of other schools.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teachers use a wide range of activities to support learning and ensure children achieve well
- Children learn to use numbers to ten accurately

## Commentary

36. Teaching of mathematical concepts is good. Children enjoy counting objects and in Reception most can count to ten, with some higher achieving children counting beyond this. They can count the number of spots on a die and are beginning to relate this to a corresponding number of jumps. Some higher attaining children combine the number of spots on two dice. Children are given opportunities to practise their number skills through counting rhymes or activities to support counting. They count biscuits onto a plate and use a number line to write numbers on each biscuit. By the end of Reception, most children recognise numbers up to ten and add one more on accurately. They recognise circle, square and triangle and can compare the size and weight of objects. Higher attaining children use numbers to 20 and add two numbers together. Children achieve well and most are working at the level expected for children of their age.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Staff plan a range of interesting activities to promote learning in this area
- ICT skills are promoted well

#### Commentary

37. Teaching is good and involves opportunities for children to learn through practical activities. They explore how water and balls move down a gutter and how cooking ingredients change as they are mixed together. Children use computer programs independently and switch programmable equipment on and off. They use books to find out about animals in the wild and talk about why giraffes have long necks. The activities planned for this area of learning illustrate the way that all areas of learning are developed effectively alongside each other. Children achieve well and their knowledge and understanding of the world is in line with that expected by the end of Reception.

## PHYSICAL DEVELOPMENT

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

### Main strengths and weaknesses

- A very good range of activities is provided to promote children's physical development
- There is continuous access to an outside play area, so opportunities for development are good

#### Commentary

38. Good teaching helps children to develop their manipulative skills and co-ordination through the range of activities. They have constant access to pencils, crayons, paint brushes and play dough. Children use tweezers to pick up treasure hidden in the sand, play dough to make ginger bread men and fine paint brushes and a paint pallet to paint meticulous copies of the jacket cover of a book they are reading in class. They assemble jigsaws and are taught how to use scissors. One Nursery child was proud to demonstrate how he carried scissors safely. They improve their co-ordination skills as they kick balls at a goal post, aim beanbags at a target and use a basketball net. They develop their climbing and balancing skills well as they negotiate a trim trail. The outdoor areas allow children to understand how to use space safely and consider others. Children achieve very well and are working at the level expected of them when they leave Reception.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children use a variety of paints, fabrics and construction materials to create a range of imaginative work
- Provision for children's musical development is very good

## Commentary

39. Good teaching enables children to develop their creative skills. Teachers make available a good variety of paints, paper, card, fabric and construction materials for the children to choose from. Children use card and coloured shapes, for example, to make a party hat. They use a variety of materials to wrap a present and cut sellotape or use adhesive sticks to hold it together. They construct models using bricks and other construction materials. Children use small world play (model characters) and the imaginative play area to act out stories. In the dolls' house, the teacher supported the children in developing their own story by helping them to act in role. A visiting music specialist supports the development of children's musical awareness well by helping them to respond to the pitch and tempo of music. Children achieve well and are working at the level expected of children of their age.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

The provision in English is **very good**.

#### Main strengths and weaknesses

- Standards in English by the end of Year 6 are above average
- The very good individual support for pupils learning to read means that they achieve very well
- Support for pupils with special educational needs and for those learning English as an additional language is very good and they make very good progress
- Teachers use a variety of teaching methods and resources that stimulate pupils' interest
- The literacy support team provides very good leadership and management
- Pupils are not given enough opportunities for speaking and listening through speaking to a partner or groups

## Commentary

40. By Year 6, pupils reach above average levels of attainment because they are taught consistently well. A significant feature of this teaching is the good range of strategies used to support pupils with special educational needs and those learning English as an additional language. As a result, pupils achieve well and those with special educational needs and those learning English as an additional language achieve very well. The school has made good progress since the previous inspection.
41. By the end of Years 2 and 6, pupils have made good progress and reach average levels. Listening skills are generally above average. With a few exceptions, pupils are attentive and listen well in lessons. Where teaching is good or better, staff encourage pupils to talk in pairs or small groups to develop answers before talking to the class. This strategy for promoting pupils' confidence in speaking is not consistent. The school has identified speaking and listening skills as an area for development and is in the process of introducing the new national materials.
42. Achievement in reading is good because of the well-established programme of individual support, which enables pupils to enjoy books and develop confidence. As a result, many children who enter the Nursery with little or no understanding of English are reaching average standards by the end of Year 2. Parents play an important part in this process, sharing books with their children and using school guidance to support them. Year 6 standards are above average. Pupils read a wide range of books and are discriminating in their choice. They write book reviews and keep their reading diary. The school has a wide selection of reading books and fosters interest in them through captivating displays such as the 'scary' books outside the Year 6 classroom. Reading skills are taught effectively as part of whole-class teaching

sessions or when pupils are reading as part of a group or individually to an adult. A minority of pupils work in small groups that are withdrawn from lessons and receive very good support. In one session, pupils were introduced to new words using the computer and then, while reading together, these words were repeated by the teacher and practised by the pupils to make good progress.

43. Standards in writing are average in Year 2 and above average in Year 6. Year 2 pupils are making good progress in writing and spell simple words using their understanding of letter sounds and how to use full stops and capital letters. Most are joining their handwriting. Teaching is generally good and stimulates pupils to write. At the start of one lesson, a muddy farmyard letter from 'Farmer Duck' was delivered to the classroom. This enthused the pupils who were keen to write their reply on school headed notepaper and all managed to do so. Pupils achieve well in Years 3 to 6 because of the good support that they receive. Withdrawal groups (pupils withdrawn from class for intensive support) for pupils with special educational needs and English as an additional language help them to achieve very well. For instance, one session made a significant impact on the pupils' understanding of 'oo' sounds by using a computer programme. This learning was strengthened with a carefully chosen piece of text that introduced words which contained the sound. In class, pupils are introduced to a good range of texts and write to a variety of genres, such as factual writing, writing letters and persuasive writing. For example, Year 5 pupils wrote very persuasive letters to the headteacher about the lengthening of the school day. Poetry is developed throughout the school and Year 6 pupils write Haiku (a form of Japanese poetry) and empathetic poetry to celebrate the life of Helen Aronsu. Pupils have a clear purpose for their writing, such as compiling their own books, and their work is celebrated in eye-catching displays. Year 6 pupils are beginning to use complex sentences and can use their notes to compose pieces of text. ICT is used well both for research and to produce final drafts of work.
44. Teaching of literacy skills is good and effectively supports pupils' learning. An example of this was in an excellent Year 5 lesson when pupils used drama and note taking to build up a story plan for the poem, The Lady of Shalott. The teacher's high expectations and challenge resulted in pupils' high achievement. The interactive white board was used very well to develop pupils' literacy skills. In other lessons, learning support assistants are used very effectively when pupils are working independently or in groups. They make a significant contribution to pupils' achievement but, on some occasions, they are not used as well when the whole class is working together.
45. The literacy support team has a very clear understanding of how English can be taught effectively and they target the support on pupils in the most need. Thorough monitoring and evaluation has enabled them to identify key priorities for development that are embedded in a comprehensive action plan. The subject has a very high priority across the school and is well resourced.

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

46. There are very good opportunities for pupils to develop reading and writing across the curriculum. Pupils often use reading skills for research in other subjects and to apply and consolidate their writing skills. For example, in a history lesson pupils were using information about the Jarrow marches to compile a scene from a 'day in the march'. English is also used effectively as a vehicle to practise ICT skills.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in Year 6 are above average and all pupils achieve well

- Support staff are used very effectively to support pupils' learning
- Teaching is good overall
- Pupils have very good attitudes towards the subject
- Pupils do not always know how to improve their work

### **Commentary**

47. Pupils start Year 1 with broadly average mathematical understanding, but because of the good teaching and good support they receive all pupils achieve well. By Year 2, standards are average and by Year 6 they are above average, with a significant minority of pupils achieving the higher level of attainment. The school has made good progress since the previous inspection.
48. By Year 2, pupils use number lines with confidence and most understand place value up to 100. They know the names of two-dimensional shapes. In a good lesson in Year 1, pupils made good progress in adding numbers to 10 and 20 and used mathematical language correctly, although their recording of work was varied. Older pupils build on their knowledge and skills well. Their mental calculation skills and knowledge grow and they learn more formal written methods of calculating. In a good Year 4 lesson, the teacher's good questioning helped the pupils understand the properties of some three-dimensional shapes. The very well planned activities that followed encouraged pupils to find out about polygons and their properties. Year 6 pupils use ICT very well to investigate and solve problems on area and perimeter. Most Year 6 pupils are competent in applying all four mathematical operations in different contexts and use a variety of calculation methods. They add and subtract decimals to two places and place them in order to three places.
49. Teaching and learning are good overall. Most lessons are planned very well and teachers use resources very well to help pupils learn. For example, a well-produced worksheet and models helped with their learning about polygons. Teachers have high expectations of pupils' work and behaviour and because of this pupils know what to do and they respond positively. Although marking is regular and supportive, it is not consistently helping pupils to make small scale but significant improvements in their work. Most teachers emphasise speaking and listening and the use of correct mathematical language. Support staff are deployed and used very well to help pupils learn, especially those with special educational needs or those with English as an additional language. Homework is well planned, set regularly and used well to extend pupils' learning. Teachers use a wide range of methods to check on pupils' learning in order to plan its next steps.
50. Leadership and management of the subject are good. The co-ordinator has ensured a good level of resources, helps teachers with their planning and has monitored teaching but this is not systematic enough to. She has organised parents meetings and produced booklets for parents to help their children at home.

### **Mathematics across the curriculum**

51. Pupils use mathematics well in a range of subjects. In ICT, younger pupils use number recognition programs to consolidate basic skills and older pupils use spreadsheets to record and analyse information. In geography, pupils use scale when using atlases and maps and in history they use subtraction to find out how long ago a particular event happened. In design and technology, pupils regularly use measuring skills when making models.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Year 2 pupils reach average standards and this is an improvement since the previous inspection
- Year 6 pupils reach above average standards and achieve well
- Pupils make good progress in developing their investigative skills
- The quality of teaching and learning is good
- Pupils work together very well and take the initiative in their experiments
- Pupils with special educational needs and those learning English as an additional language are very well supported and this helps them make very good progress

### Commentary

52. Year 1 pupils are making very good progress in their understanding of materials and their properties. In an experiment to construct a builder's lunch bag, lower attaining pupils confidently talked about the waterproof qualities of different materials and their relative strength. By Year 2, pupils are achieving well in developing their observational skills and in recording their findings. They reach average standards in their knowledge and understanding of science. They use resources such as magnifying glasses well to make detailed observations of the leaf structures and are good at putting the information into categories. By Year 4, pupils have a good understanding of a fair test and of predictions and apply this when conducting experiments on gravity and magnetism. By Year 6, pupils make accurate measurements using thermometers and have a good understanding of the heat retention properties of materials. They understand how properties influence use, for example copper bottoms on cooking pans to distribute heat equally. The school has made very good progress since the previous inspection.
53. Teachers prepare lessons very well and use very well organised resources to enable lessons to run smoothly. Their planning is precise and they make good use of additional support in most lessons to support pupils' progress. For instance in Year 2, learning support assistants help pupils to make good progress by asking questions and helping some to record their work. They work very well with pupils learning English as an additional language to extend their range of expression by putting in other ways what the teacher explains. A Year 4 lesson was very well organised. The lesson introduction refreshed pupils' minds about their previous work on forces and whetted their appetites for their work on gravity. Pupils were keen to carry out the experiments and showed their initiative in measuring the distances travelled by model cars that had rolled down varying slopes. In an introduction to a Year 6 lesson on insulation, the teacher used her significant subject knowledge to discuss carefully with pupils the concept of heat retention. All activities are conducted safely and pupils' very good behaviour and ability to work very well in groups is an important factor in this. Occasionally, teachers do not take full advantage of the expertise of learning support assistants who are not fully involved in supporting pupils at the start of a few lessons. Teachers are developing links between science and other subjects well. For instance, pupils use mathematical skills to measure and calculate and literacy skills to take notes and write concisely. They develop design and technology skills when making and evaluating the builders' bags and art and design skills when making sketches of pupils' faces that they subsequently categorise by features. Although the use of ICT is not yet a strong feature of work in this subject (it is a current school priority) an encouraging start is being made in Year 4. Here, pupils followed up their gravity investigation by tabulating and analysing their results using a database program.
54. The co-ordinator leads the subject well. An effective feature of her work is assessment, based on the school-devised scheme of work and the routine pre and post testing of pupils' progress through the modules. She works alongside teachers to model good practice and support their

professional development very well. She also supports their planning and through these means develops a good understanding of areas for development such as diverse ways of recording for pupils of different abilities. Although scrutinies of pupils' work are not a regular feature of her work, they are part of the headteacher's and this informs her overview of standards and achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Provision and standards of attainment have improved since the previous inspection
- The co-ordinator and ICT team lead the subject very well and the ICT co-ordinator sets a fine personal example
- Well-planned lessons interest pupils and cover a wide range of skills
- The learning support assistant manages the equipment well and has expert subject knowledge
- Whilst links with most subjects are developing well, there is some further scope for developing the cross-curricular use of ICT
- Procedures for monitoring and evaluating pupils' progress are not fully established

### **Commentary**

55. Standards at the end of Year 2 are average and, by the end of Year 6, pupils attain above average standards. Pupils make sound progress in Years 1 and 2 and they achieve well in Years 3 to 6 where they use their keyboard skills to access a full range of programs. There has been very good improvement since the previous inspection when standards at Year 6 were broadly in line with those expected nationally. Since then, resources have significantly improved. Classes from Year 1 to Year 6 have interactive whiteboards and Year 6 pupils have personal digital assistants (PDA's) to support homework. A specialist teacher and a well-trained learning support assistant provide staff with excellent advice, support and guidance.
56. The use of national guidance as the basis for planning ensures that all pupils experience all aspects of the subject. The school recognises that control technology is the weakest aspect of its work and has planned for Year 5 pupils to undertake this activity in a local learning centre. The quality of teaching and learning is very good, especially when led by the co-ordinator. Year 2 pupils have good knowledge of the keyboard and confidently use a variety of software. They edit their work well. Lessons begin with direct teaching and the interactive whiteboards are effectively used to model what pupils have to do. This ensures that pupils can begin their work confidently in the computer suite and enables the teacher to work with those who have difficulties. In a Year 6 mathematics lesson, pupils' ICT skills were extended and reinforced by the use of a spreadsheet to investigate the relationship between length, breadth, area and perimeter. Well-posed questions maximised pupil involvement and a brisk pace to the learning meant that all pupils achieved well. Teachers give pupils opportunities to evaluate their progress and teachers take account of this when they plan lessons.
57. Since the previous inspection, the range and quality of resources and teachers' expertise have improved a great deal. Leadership and management are now very good. The co-ordinator has very good ICT knowledge and skills and provides very effective support for individual teachers. As the school's leading ICT teacher responsible for teaching in most classes, she has a very good overview of standards in the school. Assessment sheets have been revised and new class record sheets will provide a good overview of coverage and indicate the next steps in learning. A portfolio of work is being assembled and this will provide teachers with clear exemplification of standards.

## Information and communication technology across the curriculum

58. The use of ICT in English and mathematics is extensive and it supports learning well in most subjects. The school is developing links with other subjects such as science, art and design and music. Lessons learned in the suite can be followed up in the classroom because pupils are confident and most can access computers independently. Pupils use the Internet to acquire and present information to the class. The recording of information in most subjects is enhanced by ICT.

## HUMANITIES

59. History and religious education are reported on fully and work in geography was sampled.
60. Only part of one lesson was seen in **geography** and so no judgement can be made about provision. From the scrutiny of pupils' work, discussions with them and inspection of teachers' planning it is clear that pupils have very good attitudes to the subject and enjoy a wide range of learning activities that promote their personal development very well. Year 1 pupils know the layout and plan of their classroom and know names of places Barnaby Bear has visited (pupils take the toy bear on holiday and report back). Year 3 pupils know about the similarities and differences of their lives in England and those of children in the Indian village of Chembakolli. Year 4 pupils link work with literacy and art and design well when they study Jamaica. Year 6 pupils have a sound knowledge about rivers, mountains and populations and satisfactorily link this in relation to Kenya's Rift Valley, Mount Kenya, the Equator and Nairobi. They know that people affect places for good or ill. They use geographical language satisfactorily. Pupils visit places such as The Creekside Centre in Deptford, which makes a valuable contribution to their learning. Staff note pupils' progress soundly but this information is not drawn together to give an overall school picture of pupils' progress.

## HISTORY

Provision in history is **good**.

### Main strengths and weaknesses

- Effective teaching results in pupils developing a sound understanding of people and events in the past
- There is a very good range of enrichment activities to enhance the curriculum
- There is no whole-school assessment system for recording pupils' progress

### Commentary

61. Standards in Year 2 and in Year 6 are average, although the standard of some higher attaining pupils in Year 6 is above this. Pupils throughout the school achieve well and the school has made good progress since the previous inspection. Pupils progress well in historical skills by Year 2. They have a developing sense of chronology through their study of the Victorians and know similarities and differences between the lives of Victorians and people of the present day. Year 4 pupils know about the Greeks and their influence on our present lives and language. Year 6 pupils are knowledgeable about Britain in the 1930's and 40's, famous events and characters of the period.
62. The good teaching engages pupils' interests very well and the broad curriculum provides very good opportunities for their personal development. Older pupils use primary and secondary sources of evidence to research different periods of time. They gain a sound understanding of the period under study. Their literacy skills are developed well, as in a good Year 6 lesson when pupils wrote empathetically about a day on the Jarrow Crusade and how unemployment had affected families. One teacher used role play to explain to pupils the horrors of child

labour in Victorian England and, in another lesson, a video was used to explain differences between the lives of boys and girls and rich and poor in Tudor England. Learning support staff are deployed well to help pupils with special educational needs and those with English as an additional language to achieve very well.

63. Although there is no co-ordinator in post the subject is managed satisfactorily through interim arrangements. The school makes very good use of the local environment, such as the Heritage Trail it has developed in New Cross. Visits to museums extend pupils' first-hand experiences and bring the subject alive, resulting in their enthusiasm and interest. Currently, there is no school-wide system of assessment to monitor pupils' progress.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Pupils achieve well by Year 6 and know about a good range of faiths
- Assemblies make a significant contribution to pupils' understanding
- Whole-school procedures for monitoring pupils' progress and the quality of teaching and learning, although developing, are not yet embedded

### Commentary

64. In Year 2, standards are average and pupils' achieve soundly. In Year 6, standards are above the expectations of the locally agreed syllabus and pupils achieve well. Pupils recognise the importance of religion in many people's lives. The quality of teaching and learning is good and there is good coverage of the knowledge and skills in the agreed syllabus. The school has made good progress since the previous inspection.
65. Teachers plan work well to ensure that lessons achieve a balance of factual teaching about religions and opportunities for pupils to make a personal response to what they have learnt. Teachers' good subject knowledge enables them to link complex concepts to pupils' every-day lives to deepen their understanding. An example of this was in a good Year 6 lesson on Hindu Gods. The teacher skilfully used the way that pupils behave in different situations to explain the various Gods of Brahman to the class. Staff make good use of visits to All Saints Church and Year 4 pupils, prior to their visit, composed well thought through questions to ask the vicar.
66. Pupils' basic knowledge of a variety of religions is good. They study Hinduism, Judaism, Sikhism, Islam, as well as Christianity and pupils can recognise the similar features of these religions. Year 6 pupils discuss the different Gods, places to pray and artefacts associated with the religions they have studied. They reflect on how the story of evolution varies between different religions. They understand how their knowledge of other religions enables them to appreciate the beliefs of others and have a growing awareness of the notion of faith. Pupils use their skills in literacy and ICT effectively to record what they have learnt. The subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development.
67. The subject is well resourced with interesting and informative books, artefacts and posters to support each of the topics studied. Teachers use these well to illustrate their teaching and attractive displays arouse pupils' interest. Well-led assemblies engage pupils' interests and imaginations and routinely build up a core of knowledge and depth of understanding of different faiths. The subject is well managed by the co-ordinator, who monitors planning to ensure the correct coverage of the subject. However, she has not undertaken any systematic monitoring of the quality of provision or pupils' progress to identify strengths and priorities for development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. Art and design, music and physical education are reported on fully and work in design and technology was sampled.
69. No lessons were observed in **design and technology** and so no judgement can be made about provision. However, other inspection information such as an examination of work on display and discussions with pupils indicates that they have a very good range of learning activities. Year 6 pupils know about producing designs for their piece of work, producing step-by-step plans for making it and carrying out modifications and improvements to the finished article. Pupils enjoy the subject very much because staff make the activities relevant to their interests. It makes a very good contribution to pupils' personal development because of the co-operative way in which pupils apply the skills in other subjects. For instance in history, Year 5 pupils make salt dough jewellery in their work on the Tudors, and in Year 6 they plan, make and evaluate model Anderson shelters for their work on World War II. As part of their English work, pupils make models of St George and the dragon. The co-ordinator has recently produced a good scheme of work from which teachers plan their lessons but not yet a system for tracking pupils' progress.

### Art and design

Provision in art and design is **very good**.

### Main strengths and weaknesses

- Standards of attainment in Years 2 and 6 are well above average and pupils achieve very well
- All pupils benefit from visits to an art gallery at least once per year
- Pupils' work is well displayed and has a high profile within the school
- Teaching is good and some of it is very good
- There are good links between art and design and other subjects

### Commentary

70. Standards are high, and this is particularly true of observational work such as still life or studying the work of other artists. This is due to consistently very good subject knowledge, accurate assessments, good teaching of technique and strong encouragement. The school has made very good progress since the previous inspection. Teachers' planning is very good and art and design is linked well with other subjects such as history, science and design and technology. For instance in a very good Year 4 lesson, pupils researched Roman clothing and looked very closely at the textures and shapes on breastplates and belts. The teacher had very high expectations of standards in this lesson and used questioning skills very well to encourage pupils to look again at objects, refine their drawings and improve their work. In a good Year 5 lesson, pupils were using pastel to draw portraits of the Tudors. In both lessons, mannequins were dressed in appropriate clothing and this helped bring the subject alive. Pupils use the Internet to view images of King Henry VIII and other famous Tudors. Pupils visit art galleries such as the Dulwich Gallery and from one of these visits pupils made Greek pots and painted designs on them as part of their wider work in history and design and technology. A good feature of pupils' sketchbooks is the way that pupils evaluate their own work and then act on ideas for improving it. This particularly helps talented pupils achieve well.
71. The co-ordinator leads the subject very well. She has overseen the maintenance of high standards and uses her very good subject knowledge in support of her colleagues. She keeps an up-to-date portfolio of pupils' work that sets a high standard for teachers to use in lesson planning. She monitors standards of work and knows strengths and weaknesses

because pupils' work is well displayed around the school. Resources are very good, with a wide range of media available. The co-ordinator maintains close links with local education authority advisory staff to keep the school up to date.

## Music

Provision in music is **very good**.

### Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6
- Pupils achieve well, perform confidently and thoroughly enjoy the subject
- Specialist teaching has a very positive impact on pupils' progress
- Music makes a strong contribution to pupils' personal development
- The quality of teaching and learning is very good but overall assessment of pupils' progress is unsatisfactory

### Commentary

72. Pupils attain above average standards by the end of Years 2 and 6. This is due to the consistently high quality teaching and very good subject knowledge of the co-ordinator. These standards reflect very good progress since the previous inspection. Pupils achieve well because they enjoy the range of activities within lessons. In Year 1, pupils were inspired by the use of a puppet to introduce a song, listened to Hungarian dance music and played percussion instruments. Music activities are now held in high regard by pupils, teachers, governors, parents and the community because of the regular opportunities pupils are given to perform in class and in concerts.
73. All pupils have equal access to musical activities and this enables pupils with special educational needs to excel. This raises their self-esteem and allows other pupils to appreciate what they have to offer. A good example of this is the confident drum performances featured in assemblies. By Year 6, pupils are confident performers and compose and appraise music well. They make a significant and energetic contribution to assemblies where instrumentalists and singers combine to provide a tuneful, rhythmical and exhilarating experience. They clearly enjoy the social events of singing and composing together and the good opportunities to appraise the work of their peers. Many pupils are competent musicians and play an instrument to a high level and talented pupils make good progress.
74. The newly appointed co-ordinator and music team lead the subject very well. She teaches in all classes alongside the class teachers whose subject expertise increases as a result. Lessons are very challenging and varied. Pupils engage in activities in groups so that those who are talented share their skill. Pupils with special educational needs are very well integrated and make very good progress. Pupils are co-operative and show respect when other groups perform. In a Year 6 lesson, pupils played flutes, clarinets and percussion instruments to perform very effective compositions after ten minutes practice. Talented learning support assistants enjoy music and support pupils very well both by demonstration, coaching and encouragement. Pupils appraise each other's work and are supported by the teacher to identify how they can improve their own. Currently, there are no routine assessments of pupils' progress and so the co-ordinator is producing a set of criteria to support this. A very wide range of enrichment activities broadens the curriculum. Many pupils take advantage of instrumental tuition and extra-curricular clubs. The school has very good links with local institutions such as the Broadway Theatre and Guildhall School of Music and pupils have moved on to play in the national schools' band. These connections, visiting musicians and staff engagement in music make a very good contribution to pupils' spiritual and cultural development.

## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- By Year 6 pupils reach above average standards and achieve well
- Pupils are very enthusiastic and are taught well
- Pupils with special educational needs are fully included in lessons and achieve very well
- Provision has improved since the previous inspection
- Extra sporting activities give pupils more chances to do well and enable talented pupils to achieve well
- Assessments of pupils' progress are unsatisfactory

### Commentary

75. Inspectors observed lessons in gymnastics and games skills as well as lunchtime and after-school clubs. Judgements are based on this and on additional inspection information. In Year 2, pupils' standards in gymnastics are average and they achieve soundly. Pupils are developing a good sense of balance and co-ordination when performing basic movements. Pupils with special educational needs are developing self-confidence in their control of movements and in their awareness of others. For instance in the Year 2 class, a skilled learning support assistant encouraged a diffident pupil to complete a balance walk along a bench by gradually withdrawing support and enabling the pupil to succeed beyond her expectations. Other pupils responded warmly to her success. In Year 6, pupils achieve above average standards in games skills and achieve well. They are skilled at passing and receiving the ball in hockey, football and netball and have good positional sense. Nearly all reach or exceed the expected standard in swimming. The school has made good progress since the previous inspection.
76. The quality of teaching and learning is good. The school employs qualified instructors to teach physical education as part of its work force remodelling programme. They use lesson plans that match the requirements of the National Curriculum and are starting to discuss these with the class teachers. The instructors lead the lessons and the teachers and learning support assistants work alongside them. The instructors have a very good understanding of the subject and are skilled at coaching. They teach skills accurately by either demonstrating or explaining very clearly. They then assess pupils' performance well and give them points for improvement. This was particularly true in the Year 6 lesson and helped pupils of all abilities to make very good progress in controlling the ball quickly and then spotting someone to pass to. They have high expectations of pupils' performance and their enthusiasm for the subject communicates itself to the pupils. They respond very well. They are quick to follow instructions, concentrate hard to improve and develop very good attitudes to sport. They are confident, play fairly and enjoy their success.
77. Although assessments of pupils' progress in lessons are accurate, they are not yet recorded to provide an overview of pupils' progress from year to year. The co-ordinator has this as a current area for improvement. She manages the subject well by bringing in additional expertise and providing teaching staff with the opportunity for developing their subject skills by working alongside the instructors. Provision is enhanced by extra sporting activities such as the football and netball clubs. These are well coached and increase pupils' skills and motivation. The school has very good sporting links with the community. It is part of the coaching schemes run by Millwall Football Club and the London Towers basketball club. Pupils also take part in the Heathrow Games as representatives of local schools. As part of a whole-school effort to broaden sporting opportunities, a learning support assistant runs the football clubs, a parent runs the netball club and the premises officer runs a tag rugby club

and coaches hockey alongside the instructor. As part of this effort, the school is examining ways of re-introducing more outdoor and adventurous activities into its curriculum since current opportunities are limited.

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

78. Provision in personal, social and health education (PSHE) has improved since the previous inspection and is good. The school supports pupils' broader personal development very well and it imbues all aspects of its work. Planned and incidental activities provide pupils with good opportunities for discussion about their thoughts, feelings and interests and help to develop their self-esteem. PSHE lessons and class discussion times are used well to promote social skills and health, drugs and sex education. This programme helps pupils develop a safe and healthy lifestyle, gain confidence and interact with others. Regular meetings are held with the school council and staff readily listen to and act on pupils' views. This promotes pupils' understanding of living in a community. Lessons engage pupils and encourage them to listen to and respect others' feelings. Circle time (pupils sit in a circle and talk about their feelings and matters of concern) for younger pupils and well-planned discussions in some subjects are increasing pupils' opportunities for reflection. In a Year 6 history lesson, pupils effectively empathised with the Jarrow marchers on their long foot journey to London. One pupil wrote, "I said my emotional goodbyes as I set off." Further cross-curricular links and improvements to assessment are planned.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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