

INSPECTION REPORT

LANGBOURNE PRIMARY SCHOOL

West Dulwich, London

LEA area: Southwark

Unique reference number: 100801

Headteacher: Ms Carol Field

Lead inspector: Mr Martin Newell

Dates of inspection: 13th - 16th June 2005

Inspection number: 267176

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 189

School address: Lyall Avenue
Kingswood Estate
West Dulwich
London
Postcode: SE21 8QS

Telephone number: 020 8670 5470
Fax number: 020 8670 0487

Appropriate authority: The governing body
Name of chair of Mrs Lynne Flynn
governors:

Date of previous 26th June 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is situated on a council estate in West Dulwich in London and the vast majority of pupils attending the school live on the estate. The estate is surrounded by far more affluent areas of housing which more closely represent the positive socio-economic circumstances of Dulwich. The school is part of an Educational Action Zone and the Excellence in Cities initiative. There are 189 pupils on roll with a slightly higher percentage of girls than boys. The percentage of pupils who speak English as an additional language and are at an early stage of acquiring English is very high when compared to similar schools. Some year groups have high levels of pupil mobility. The percentage of pupils identified as having special educational needs stands at 27 per cent and this is above the national average. The percentage of pupils with a Statement of Special Educational Needs is almost 6 per cent and this is well above the national average. The nature of special educational needs includes specific learning, moderate learning, social and behavioural, speech or communication and autism. The percentage of pupils known to be eligible for free school meals is 54 per cent and this is well above the national average. The attainment levels when children start at the school are very low, particularly in personal, social and emotional development, in communication, language and literacy and in knowledge and understanding of the world. The school has had a succession of different teachers during the last four years, many of whom have not stayed for prolonged periods of time. The present staffing situation is the most stable that the school has experienced in its recent history.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Martin Newell	Lead inspector	Special educational needs Science Information and communication technology Music Physical education Personal, social and health education and citizenship
15181	Meg Hackney	Lay inspector	
21372	Kenneth Hobday	Team inspector	Foundation Stage curriculum Mathematics Art and design Design and technology
7420	Ann Simpson	Team inspector	English as an additional language English Religious education Geography History

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school that is continually improving under the very good leadership of the headteacher. There are strengths in a number of aspects of the school's work and, overall, children and pupils are currently achieving well. The school is totally committed to raising standards further. Taking all factors into account, the school is providing satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher has made a significant and pivotal contribution to school improvement.
- Good and, at times, very good teaching is having an increasingly important impact on how well children and pupils achieve.
- Pupils' investigative and problem solving skills in mathematics and science are not at a good enough level.
- The behaviour of pupils is good but too few pupils are ready to take sufficient initiative and responsibility for their own learning.
- Good provision is made for pupils' personal development and for pupils with special educational needs and pupils whose first language is not English.
- Very good opportunities are provided to enrich pupils' learning through visits, visitors, extra-curricular activities and through good links with the community and other schools.
- The care and welfare provided for pupils are very good and this is a school where pupils' voices are listened to, respected and acted upon.
- Despite the best efforts of the school, attendance rates are well below the national average.

Improvement since the last inspection has been good. The school tackled the identified issues in a rigorous and effective manner. Although the school is fully aware that there is still room for improvement in raising standards, the improvements in teaching, behaviour, assessment and provision in the Foundation Stage are all factors that make the school a better place than it was two years ago. The strong team spirit and commitment that the headteacher has engendered, together with the much greater level of staff stability, mean that this is a school that is well set to continue improving and developing at a good pace.

STANDARDS ACHIEVED

Year 6 results

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

mathematics	D	E*	E*	E
science	E	E*	E*	E

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

Children and pupils currently achieve **well** overall, although achievement is satisfactory for Year 1 and 2 pupils. Teaching continues to improve and this is having a major impact on how well pupils are achieving. The above table shows that on the basis of the 2004 National Curriculum tests for Year 6 pupils, attainment was below the national average in English and very low, in the bottom 5 per cent of schools nationally, in mathematics and science. When the school's performance is compared to similar schools on the basis of prior attainment, attainment is better than expected in English but compares unfavourably in mathematics and science. Inspection findings indicate that attainment is below average in English and well below average, but improving, in mathematics and science. The present Year 6 group of pupils includes a high percentage of pupils with special educational needs and a high level of pupil mobility. Achievement in English is good and pupils are achieving well in their development of number skills and scientific knowledge. The weaker, though improving, aspects of mathematics and science lie in pupils' acquisition of investigative and problem solving skills. Although satisfactory at the present time, this has not been the case over time. Pupils attain above average standards in art and design and average standards in information and communication technology and pupils achieve well in these subjects.

By the end of Year 2, standards in English, mathematics and science are well below average. The achievement of pupils is satisfactory overall, and good when teaching is strong. Standards in art and design are at an average level and pupils achieve well, as they do in information and communication technology, although standards are below the expected level. By the end of Year 2 and Year 6, standards in religious education are below the expectations of the locally agreed syllabus and achievement is satisfactory and at times better for the older pupils in school. Across the school in Years 1 to 6, pupils with special educational needs and pupils whose first language is not English achieve as well as their classmates.

Attainment on entry to the school is very low, particularly in personal, social and emotional development, in communication, language and literacy and in knowledge and understanding of the world. During their time in the reception class, all children achieve well because of consistently good teaching. By the end of the reception year, most children are likely to attain the nationally recommended Early Learning Goals in their creative and physical development but standards remain below expectations in personal, social and emotional development and in mathematical development, and well below expectations in communication, language and literacy and in pupils' knowledge and understanding of the world.

Overall, pupils' spiritual, moral, social and cultural development is **good**. Pupils' moral development is very good and their social and cultural development is good. Spiritual development is satisfactory. The behaviour of pupils is good overall and at times better but their attitudes to learning rely too heavily on the teaching as too many pupils are passive learners or show a reluctance to take initiative, responsibility and independence for their own learning. Attendance is poor. The school has put a great deal of time and effort into improving attendance rates and, although rates

have improved, they remain well below the national average. Punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory** with some strengths. Teaching is **good** overall and learning is **satisfactory**. Teaching and learning in the Foundation Stage are good overall and at times very good. Teaching provides lots of exciting activities where children can explore and investigate as well as directly teaching key skills. Teaching in Years 1 and 2 is satisfactory overall and is strongest when lessons are really challenging, learning has lots of pace and pupils are managed well. Occasionally, not all these factors are present. Teaching in Years 3 to 6 is good overall and often better. Teachers manage pupils very well, set high expectations, move teaching on at a cracking pace and consistently seek to meet the diverse needs of the pupils. In Years 1 to 6, teachers put a great deal of effort into making learning fun and purposeful but pupils do not always respond in a motivated and interested manner. Across the school, teaching assistants contribute significantly to the quality of pupils' learning. Good procedures are in place for assessing, tracking and setting pupil targets in the Foundation Stage and in the core subjects. The curriculum on offer is satisfactory overall and good in the Foundation Stage. However, the use of visits, visitors and extra-curricular activities to enrich and enliven pupils' learning is very good. Good provision is made for pupils with special educational needs and for those pupils who speak English as an additional language. The level of care and welfare provided for all pupils is very good and good procedures are in place for pupils' voices to be listened to and acted upon. Links with parents, the community and other schools are all good and bring a further dimension to pupils' learning.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are **good**. The leadership and management of the headteacher are very good and are the key factors in how well the school has improved and continues to improve. She is totally committed to improving standards and achievement and has moulded together a strong team of individuals that share her vision and commitment. This has been done against a backdrop of difficulties in staff recruitment and retention. The headteacher is supported well by the deputy headteacher and other key staff members who all make a good contribution to the leadership and management of the school. Governance of the school is good and effective and governors have played their part well in helping the school to move forward. Governors fulfil their statutory responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very satisfied with the school and all that it has to offer. Many parents were keen to point out the fact that the school's reputation in the community continues to develop and improve and attribute much of this to the leadership of the headteacher and the commitment of all the staff, both teaching and non-teaching.

Discussions with pupils show that many are happy at school and pupils wanted the inspectors to know how much the school has improved since the headteacher

arrived at the school. They pointed out that behaviour was better, how having fewer staff changes helped them to learn more, how there was a much calmer atmosphere in school and that staff tried to make learning more fun through trips out of school and visitors coming into the school. Pupils do not see bullying an issue, although in the past they feel it has been, and now feel that there is someone to talk to if they have any problems. Pupils are very confident that if bullying were to occur, it would be dealt with quickly and sensitively.

IMPROVEMENTS NEEDED

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

- Raise standards in mathematics and science through the systematic and rigorous teaching of skills that will enable pupils to carry out investigative and problem solving tasks well.
- Ensure that high expectations are consistently set and that pupils respond positively to opportunities for them to take a far greater responsibility, exercise their initiative and demonstrate greater levels of independence.
- Continue to explore and implement different strategies and procedures for improving pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards overall are **well below average** by the end of Year 2 and Year 6. Achievement overall is **good**.

Main strengths and weaknesses

- Children get off to a good start in the Foundation Stage.
- Children and pupils achieve well overall, although achievement in Years 1 and 2 is satisfactory.
- Pupils' investigative skills in mathematics and science are not yet good enough.
- Pupils in Years 1 to 6 achieve well in information and communication technology and art and design.

Commentary

Foundation Stage

1. The attainment levels when children start at the school are very low, particularly in personal, social and emotional development, in communication, language and literacy and in knowledge and understanding of the world. There are only a very small number of children who start at the school with above expected levels of attainment. Achievement in the Foundation Stage is good because of good quality teaching and learning opportunities. By the time that children are ready to start in Year 1, attainment levels are at an expected level in creative and physical development, below the expected level in personal, social and emotional development and mathematical development and well below the expected level in children's communication, language and literacy and in their knowledge and understanding of the world.

Key Stage 1

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

Standards in:	School results	National results
reading	13.4 (12.8)	15.8 (15.7)
writing	12.7 (12.1)	14.6 (14.6)
mathematics	12.9 (12.5)	16.2 (16.3)

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

2. On the basis of the 2004 National Curriculum tests and teacher assessments for Year 2 pupils, attainment in reading, writing and science was well below the national average and very low, in the bottom 5 per cent of schools nationally, in mathematics. When compared to similar schools on the basis of free school

meals, attainment was average in reading and writing and well below average in mathematics. The trend in improvement is below the national trend. Inspection findings indicate that standards in reading, writing, mathematics and science are well below average. Achievement overall is satisfactory but is good within lessons when the quality of teaching is good. Standards in religious education are below the expectations of the locally agreed syllabus and achievement is satisfactory. Standards in art and design are at an average level and pupils achieve well, as they do in information and communication technology, although standards are below the expected level. On the evidence available, achievement in other subjects is satisfactory, although standards are below and at times well below average, apart from aspects of music and physical education which are at an average level.

Key Stage 2

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

Standards in:	School results	National results
English	25.8(25.3)	26.9(26.8)
mathematics	23.3(23.0)	27.0(26.8)
science	24.8(24.1)	28.6(28.6)

There were 24 pupils in the year group. Figures in brackets are for the previous year

- On the basis of the 2004 National Curriculum tests for Year 6 pupils, attainment was below the national average in English and very low, in the bottom 5 per cent of schools nationally, in mathematics and science. When the school's performance is compared to similar schools on the basis of prior attainment, pupils have made good progress in English and poor progress in mathematics and science. The trend of improvement for the school is below the national trend. Data indicates that the value added measure between Year 2 and Year 6 is above average. Inspection findings indicate that standards in English are below average and well below average in mathematics and science. The present Year 6 cohort of pupils contains a large number of pupils with special educational needs and there has been a high level of pupil mobility. The achievement of pupils in English is good and in mathematics and science respectively pupils are achieving well in their development of number skills and scientific knowledge. The weaker, though improving, aspects are in pupils' acquisition of investigative and problem solving skills. Although satisfactory at the present time, this has not been the case over time. Standards in religious education are below the expectations of the locally agreed syllabus and achievement is satisfactory. Standards in art and design are above average and achievement good. In information and communication technology, standards are at an average level and achievement is good. Achievement in other subjects is never less than satisfactory, although standards are not always at an average level, apart from aspects of music and physical education. Across the school, there is no significant evidence of differences in the achievement of boys and girls.

4. The school has a higher than average percentage of pupils with special educational needs and a very high percentage of pupils for whom English is an additional language. This is an inclusive school which ensures that all these pupils take a full and active role in all aspects of the curriculum and all that the school has to offer. The good levels of support that are provided for these pupils ensure that they make similar progress and achieve as well as their classmates.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **satisfactory** and their behaviour is **good**. Overall, spiritual, moral, social and cultural development is **good**. Pupils' attendance is **poor**, but punctuality is **satisfactory**.

Main strengths and weaknesses

- Good behaviour management systems are in place and the school is an orderly environment where pupils behave well.
- Not enough pupils are willing to show independence or take sufficient initiative and responsibility for their own learning.
- The school promotes social and cultural development well and moral development very well.
- The school's learning mentor supports pupils' needs very well.
- Despite the best efforts of the school, attendance rates remain well below the national average.

Commentary

5. The improvement in behaviour noted at the previous inspection has continued. Pupils' behaviour in classrooms, during lunchtimes and in the playground is good. Although there have been a number of exclusions, these continue to decline at a good rate. The main reason for the improvement in behaviour is that the school has established clear codes of conduct that are applied consistently by all members of staff. A second factor leading to improved behaviour is that the school has some very good strategies to help pupils who find it difficult to behave well. Foremost amongst these is the employment of a learning mentor. Her role is to try to change negative attitudes and help pupils deal with difficult situations. For much of the day she works with individuals and small groups, discussing problems and raising pupils' enthusiasm for learning. At lunch times, the learning mentor is in the 'Stay and Play' room with pupils who cannot cope, for whatever reason, with a busy playground. Pupils who are angry, sad or uncertain what to do can call upon her to listen to their problems, perhaps via a confidential message in the box near the school entrance. Her work has a considerable impact upon pupils' behaviour. Discussions with pupils indicate that they do not feel that bullying is an issue in school, but that it has been in the past. Pupils feel that behaviour has improved significantly since the arrival of the present headteacher and that if bullying were to occur they feel very confident that it would be tackled promptly and effectively.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll
49

Number of fixed period exclusions	Number of permanent exclusions
0	0

White – Irish	2	1	0
White – any other White background	13	0	0
Mixed – White and Black Caribbean	13	0	0
Mixed – White and Black African	8	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	5	0	0
Black or Black British – Caribbean	28	0	0
Black or Black British – African	18	1	0
Black or Black British – any other Black background	14	0	0
Any other ethnic group	19	0	0
No ethnic group recorded	3	1	0

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

6. Pupils' attitudes to school are satisfactory overall. Although many pupils enjoy coming to school and enjoy what school has to offer, there are too many pupils, particularly older pupils, who show a reluctance to take responsibility for their own learning. Although pupils are friendly and polite, many lack confidence and show little initiative. They tend to be passive learners with little inclination to push independently into new territory. Pupils rely heavily on adult support and guidance rather than trying things out for themselves and this is apparent in investigative work in mathematics and science or in independent research tasks in history and geography. The Foundation Stage provision has improved significantly over the last two years and staff here are promoting independence skills well and the school has already targeted the need to build on and enhance these skills as pupils move through school.
7. There is very good provision for moral development and this also contributes strongly to the good behaviour in the school. Pupils have a good sense of right and wrong, promoted from an early age through clear classroom rules and through 'circle time', in which pupils in all classes discuss a wide range of personal and general issues. Assemblies make a very good contribution to moral development. For example, during the inspection the headteacher very effectively developed the theme of 'doing the right thing even when it's hard' through well-chosen stories and drama, encouraging pupils to share their own experiences. Provision for social development is good. Almost all pupils enjoy school and are eager to take part in the wide range of activities. Most have good relationships with adults in the school. Older pupils note substantial recent improvements, with fewer staff changes and a much happier atmosphere. The headteacher and deputy headteacher adopt a high profile around the school at

playtimes and lunchtimes. As a result, there is a pleasant, orderly atmosphere in the dining room, with plenty of time for conversations between pupils or with adults. Boys and girls play well together, as do pupils from different ethnic backgrounds. The oldest pupils are given responsibility to support the youngest and some have been trained to organise games using the extensive new playground markings.

8. Pupils' cultural development is good. It is promoted well through subjects such as religious education, discussions of pupils' own beliefs, traditions and experiences and through a good quality programme of external visits to places of cultural interest and visitors such as theatre and music groups. Spiritual development is satisfactory. Every pupil is valued and pupils' work is attractively displayed. There is time to reflect in assemblies and in some lessons but other opportunities to nurture and foster pupils' spiritual development are ad hoc rather than planned for.

Attendance

9. The school works hard to promote good attendance and punctuality, and this has resulted in a steady improvement over the last two years. With the support of the education welfare officer the school follows good procedures to monitor and follow-up absence on a daily basis. Parents are reminded regularly of the effect of attendance on their children's progress. Despite these concerted efforts, attendance rates remain well below the national average. Punctuality is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.9	School data:	0.8
National data:	5.5	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching is **good** and learning is **satisfactory**. Assessment is **satisfactory**. The curriculum is **satisfactory** with **very good** enrichment opportunities outside of the formal curriculum. The accommodation and resources are **good**. The provision made for pupils' care, welfare, health and safety is **very good**. The involvement of pupils in the school through seeking, valuing and acting on their views is **good**. Links with parents, the community and other schools are **good**.

Teaching and learning

Teaching is **good**. Learning is **satisfactory**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching in the Foundation Stage helps children to make a good start to their educational lives.
- The good and at times very good teaching in Years 3 to 6 is not always matched by the quality of pupils' learning.
- Teaching assistants contribute much to the progress that pupils make.
- There is scope for improving how well pupils' investigative and problem solving skills in science and mathematics are taught and in ensuring that tasks that are set are consistently challenging for the higher-attaining pupils.
- Key skills are taught well in subjects such as information and communication technology and art and design.
- The good assessment and tracking procedures in place in English, mathematics and science are not yet embedded in other subjects of the curriculum.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0)	10 (30)	16 (49)	7 (21)	0 (0)	0 (0)	0 (0)

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

10. Teaching is better than it was at the last inspection. It is good overall but the judgement needs further clarification. Teaching in the Foundation Stage is never less than good and at times it is very good. Teaching in Years 1 and 2 is satisfactory and occasionally good. Teaching in Years 3 to 6 is good overall with some very good teaching and occasional satisfactory teaching. The school has over time experienced a high level of turbulence with many teachers not spending prolonged periods of time at the school. This has obviously had an impact on the standards pupils reach and their achievement. However, the school currently has the most stable staffing complement that it has had for a number of years and this together with the overall judgement of good teaching is contributing much to how well pupils are currently achieving. In Years 1 to 6, and particularly in Years 3 to 6, the quality of teaching is not always matched by the quality of learning. Despite the best efforts of the teachers, there are a significant number of pupils, particularly older pupils, who are passive and reluctant learners. They show a reluctance to be independent, show initiative or take responsibility for their own learning and rely too heavily on adult support and guidance.
11. Teaching in the Foundation Stage is good overall with some very good practice observed. Adults work together well in both planning and delivering activities that capture the interest and imagination of the children. Basis skills are taught well, but teaching also ensures that many exciting opportunities are on offer for children to learn through practical and investigative tasks. Expectations are

high and children are managed well. However, there are times when staff could interact more with children in helping them to develop their communication skills.

12. Teaching in Years 1 and 2 is satisfactory with some good features. Teaching is better when it is full of pace, expectations are high and tasks are well matched to the differing needs and abilities of the pupils. There are occasions when these strong features are not present and teaching is then only satisfactory because at times there is not enough challenge for the higher-attaining pupils. Teachers generally manage pupils well and make their high expectations of good behaviour clear. Reading and writing skills are generally taught well and are having a positive impact on helping to raise standards. Although pupils' number skills and scientific knowledge are being developed in a satisfactory and at times good manner, there is scope for improvement in how teaching develops pupils' investigative and problem solving skills.
13. Teaching in Years 3 to 6 is good and at times very good. The best teaching is again characterised by lots of pace and challenge and high expectations set in terms of work and behaviour. Occasionally, work is not demanding enough for the higher-attaining pupils, but this is the exception rather than the norm. Teachers have to work very hard at motivating and enthusing the pupils even though pupils do not always reciprocate the teachers' efforts. Teaching is often lively and animated and pupils are managed well. Examples of very good teaching were observed in most classes. Reading and writing skills are taught well, although on occasions pupils' recorded work in some subjects is not sufficient. In mathematics and science, teachers explain new concepts well and this helps pupils to get to grips with new learning quickly. Teaching has placed more emphasis on pupils developing their investigative and problem solving skills but there is a need to ensure that these skills continue to be taught in a rigorous and systematic manner if standards are to rise.
14. Teaching in information and communication technology and art and design is good. In information and communication technology, key skills are taught well and pupils are expected to put them to good use in interesting tasks. Different aspects of the subject are covered and taught well. In art and design pupils are provided with good quality learning activities where they work with a range of different materials and media. Pupils are taught a wide range of artistic techniques that enable them to achieve well in their work. Pupils' learning in different subjects such as English, history, art and design and music is brought to life through the use of visits and visitors.
15. The quality of teaching for pupils with special educational needs and for those pupils who speak English as an additional language is good. Individual education plans are good and the support and teaching provided by teaching assistants help pupils to make similar progress to their classmates.
16. Assessment overall is satisfactory. Good procedures are in place for assessing and tracking pupils' attainment and progress in English, mathematics and science. The school analyses test and assessment data well and uses the information effectively to set individual targets for pupils and to carefully track

pupils' progress. Good attention is paid to analysing data with regard to gender, ethnicity, different backgrounds and pupil mobility. Good procedures are in operation for identifying and tracking the progress of pupils with special educational needs and pupils who speak English as an additional language and for children in the Foundation Stage. Procedures for assessing pupils' attainment and progress in subjects other than English, mathematics and science are satisfactory in the informal sense of teachers having a secure grasp of what pupils are or are not capable of achieving. However, there are no formal and rigorous procedures for assessing and tracking pupils' progress as they move through the school. This has already been identified as an area for improvement and plans are already in hand to introduce procedures in the next academic year.

The curriculum

The curriculum is **satisfactory**. Enrichment is **very good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- The very good range of enrichment opportunities adds to pupils' learning experiences.
 - A good range of learning opportunities is provided for children in the Foundation Stage.
 - The good provision that is made for pupils with special educational needs and for pupils who speak English as an additional language contributes well to the progress that they make.
 - Not all subjects or aspects of subjects are consistently covered in enough depth.
 - The good number of support staff add to the quality of pupils' learning.
17. The curriculum in Years 1 to 6 is satisfactory overall and meets statutory requirements. The school has placed a good emphasis on the core areas of literacy and numeracy in order to raise standards of attainment and the school's efforts have paid dividends, particularly in English. In mathematics and science, the school has been generally successful at ensuring that pupils' mathematical and scientific knowledge is developed in a satisfactory and at times good manner. The school has accurately identified the need to ensure that pupils' problem solving and investigative skills are developed in a more rigorous and systematic manner.
18. The school is increasingly evaluating how to use subjects in a more cross-curricular approach in order to make learning more relevant and meaningful for pupils. The planning of these themes is innovative but is in its early stages and has not yet been fully evaluated. Conversely, all aspects of subjects such as design and technology and music are not always covered in enough depth and this prevents pupils' learning in these subjects from being stronger.
19. The curriculum in the Foundation Stage is good and has improved very well since the time of the last inspection. The curriculum strikes a good balance

between practical, 'hands on' learning activities and teacher led activities, with the direct teaching of key skills. The curriculum recognises well how young children learn best. Whilst there are some good examples of pupils' writing, mathematical and computer skills being put to good use in different subjects of the curriculum, this good practice is not always as consistent as it could be.

20. The school provides good equality of opportunity for pupils and the school has a high commitment to inclusion. Provision for pupils with special educational needs is good. Pupils benefit from good individual education plans, which are regularly monitored. The special needs co-ordinator has a clear overview of what assistance each pupil receives and the level of support from teaching assistants is good and at times very good. Provision for pupils with English as an additional language is also good. However, despite the fact that the school has a very high number of pupils with English as an additional language, there is little external support and the good quality provision is down to the financial commitment and efforts of the school. Higher-attaining pupils are generally well catered for within lessons by carefully differentiated tasks to extend their skills and provide suitable challenges, although there are occasions when this is not the case. All these factors help to ensure that every pupil in school, regardless of ability, gender or ethnicity takes part in all the curriculum activities on offer.
21. A strength of the curriculum is the very good range of visits, visitors and extra-curricular activities which the school arranges and supports. Many pupils have limited opportunities outside school and talk eagerly about their school trips to museums, galleries and other places of cultural interest, and to the seaside. Discussions with pupils indicate that they really appreciate these outings and look forward to the frequent visits from musicians, sports coaches and other visitors with a wide range of skills and experiences who are only too ready to share them with the pupils. Pupils also take part in a range of education projects, such as working with representatives of the Globe Theatre and the Old Vic. Pupils say that all these activities make learning fun and enjoyable. In addition to adding to pupils' learning experiences, the visits and visitors on offer add to pupils' personal development which is further enhanced by the good provision that the school makes for pupils' personal, social and health education.
22. There is an appropriate range of suitably qualified teachers and the good number of support staff, including the learning mentor, contribute well to pupils' learning. The building is spacious and allows for specialist areas in subjects such as art and design and music as well as a library and an information and communication technology (ICT) suite. The condition of the building requires major repairs which mean that the external environment is currently not as attractive as the school would like. There are some good displays around the school which act as a useful learning resource as well as being aesthetically pleasing. Many subjects are well resourced with resources being updated on a regular basis.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. Pupils receive **good** support, advice and guidance based on monitoring. The school provides **good** opportunities for pupils to have a voice in the life of the school.

Main strengths and weaknesses

- Pupils' pastoral care and welfare are assured through very good procedures.
- The school is a safe environment where pupils are happy and secure.
- The good relationships between pupils and staff effectively support individual academic and personal needs.
- Pupils with special educational needs and those for whom English is an additional language are well supported and fully integrated into all aspects of school life.
- The school involves pupils well in its development plan for improvements.

Commentary

23. The high level of care and welfare, which the school provides for all pupils is a significant strength. Parents speak highly of the support that pupils and their families receive and the school's safe learning environment. Pupils with special educational needs and pupils whose first language is not English are well supported by teaching assistants in classrooms to enable them to take part in all learning activities. The learning mentor very effectively supports pupils with specific problems and at risk of exclusion. The staff and governors monitor all aspects of health and safety closely. There are very good procedures in place to ensure that risk assessments are completed regularly and that the statutory requirements are met. Child protection procedures are very good and the headteacher ensures that all staff are aware of the school's responsibilities.
24. Teachers and support staff know pupils well and their achievements in English, mathematics and science are monitored well, both formally and informally. Assessment and tracking procedures for children in the Foundation Stage, pupils with special educational needs and pupils who speak English as an additional language are also good. Procedures for monitoring pupils' specific needs and personal development are good. These factors enable staff to provide pupils with well-informed advice and guidance to support their academic and personal development. Plans are in hand to adopt a more formal and rigorous approach to the monitoring of pupils' progress in other subjects of the curriculum. Induction arrangements are good and the school works closely with parents to help children to settle quickly into school routines. Pupils joining the school at different times receive the same high level of care and support, including a pupil 'buddy'.
25. Good arrangements are made to involve pupils in the school's development. Pupils are proud of the school council and are confident that the school listens to their views and often acts upon their suggestions. This has resulted in a variety of improvements to the environment and playground resources, and has had a positive effect on pupils' behaviour. Older pupils are encouraged to become play leaders and reception class buddies and they do this willingly. The

school effectively focuses on pupils making choices about their behaviour and the responsibility of living within a community.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the community and other schools are **good**.

Main strengths and weaknesses

- The school is welcoming to parents and works hard to encourage a partnership.
- Parents' views are sought and valued in the school's development plan.
- Parental involvement in the work of the school and pupils' learning is limited.
- Regular communication provides parents with a good range of helpful information.
- Links with the community and other schools enrich the curriculum and provide additional learning opportunities.

Commentary

26. The headteacher and staff work hard to encourage parents to support their children's education and the work of the school. Parents are welcomed and most are very satisfied with all aspects of the school and speak highly of the recent improvements. Although many parents are interested in their children's progress there are a significant number who, despite the best efforts of the school, find it difficult to enter into a partnership with the school. All staff are readily available to talk to parents on a daily basis and parents are contacted promptly to discuss any concerns. The school actively seeks parents' views through regular questionnaires and their response is used well to improve the school's provision.
27. The number of parents taking part in the 'Family Learning Programme' has improved slightly, and currently a small group of parents are attending a numeracy course. Pupils in the reception and Year 1 classes have benefited from a parents' workshop in which a variety of games were produced to support learning. Although the school has worked hard to organise a number of curricular evenings and social events for parents, support is sometimes limited. However, more parents are now attending the class assemblies, particularly for the youngest children, and the number of parents at the termly open evenings has increased. Parent governors and the Friends of Langbourne work hard to promote the school and to encourage the involvement of other parents.
28. The school provides parents with a good amount of information. Parents are very satisfied with the regular, friendly newsletters and helpful curriculum information. Parents of pupils with special educational needs are invited to attend assessment and review meetings, and they are kept well informed about individual education plans. The school reminds parents regularly about the importance of reading with their children at home and provides clear guidelines to help them. The annual reports are satisfactory, but there are some inconsistencies in the clarity of information about progress in all subjects.

29. There are good links with the community and this successfully enriches the curriculum and fosters pupils' experience and personal development. Pupils take part in a range of education projects such as working with representatives of the Globe Theatre and the Old Vic. The school actively seeks to provide a wide range of visits to places of educational and cultural interest to broaden pupils' knowledge of the wider world. The school's facilities are in regular use by the church and local clubs. The Volunteers in Southwark Group, including local businesses, support the school well and this has resulted in improvements to the building and playground.
30. Links with other schools are developing well through the school community group and the recently established learning partnership, although curricular links remain limited. The school works closely with local playgroups to ensure a smooth induction programme. The primary and secondary learning mentors liaise to provide quality support for pupils' transition into Year 7. Pupils have occasionally worked with students from Dulwich College and the opportunity for their personal development has been enriched through taking part in a joint drama project.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good** overall. The governance of the school is **good**. The leadership of the headteacher is **very good**. The leadership of other key staff is **good**. Management is **good**.

Main strengths and weaknesses

- The headteacher has played a pivotal role in school improvement.
- Key staff provide strong levels of support for the headteacher.
- The good practice of assessment, tracking and monitoring of teaching and learning evident in some subjects is not yet fully embedded in all other subjects.
- Governors play an important role in the strategic management of the school and have a very good grasp of the school's strengths and weaknesses.
- The school's commitment to inclusion is evident in the effective support it provides for different groups of pupils.
- The day-to-day running of the school and financial management are good.

Commentary

31. Since her appointment, the headteacher has led and managed the school very well. She has a fierce determination to raise standards and has a very accurate and clear agenda for school improvement. The headteacher has played a pivotal and significant role in moving the school out of special measures and in building on the school's successes. Staff, governors, parents and, importantly, pupils, all point to the impact that the headteacher has had on school improvement. She has tackled major behavioural issues in a very effective manner, built up stronger partnerships with parents and the community and tackled well issues identified for improvement at the last inspection. This has been done against a backdrop of constant changes in teaching staff, which means that the raising of standards in some subjects such as mathematics,

science and some non-core subjects has not been as rapid as the headteacher would have wanted. However, the school now has the most stable staffing structure it has had for a number of years. The headteacher is supported very well by the deputy headteacher and a senior management team whose members are playing an increasingly effective role in helping to move the school forward. The management team recognises that there is still work to be done in raising standards and achievement, but evidence indicates that the team's efforts are paying increasing dividends and the school, given its present staffing and management structure, is well placed to continue to improve at a good rate.

32. The headteacher and the deputy headteacher have introduced good quality procedures for assessing and tracking pupils' progress in English, mathematics and science. The information is used well to set challenging targets for individual pupils and year groups and for asking challenging questions if targets are not reached. Good attention is paid to factors such as ethnicity, ability and gender. The school has accurately identified the need to make assessment and tracking procedures more robust in other subjects of the curriculum. Good procedures are in place for assessing and tracking children in the Foundation Stage and for pupils throughout the school with special educational needs or pupils who speak English as an additional language. The headteacher, deputy headteacher and local education authority advisers have carried out a good number of formal lesson observations and used the information well to help improve the quality of teaching and learning. Subject leaders in key subjects and aspects of school life such as English, mathematics, science and the Foundation Stage lead and manage well. They have carried out formal lesson observations, work scrutinies and other evaluative procedures which have given them a good grasp of strengths and weaknesses in subjects and aspects for which they are responsible. Leadership and management of other subjects are satisfactory. The school has drawn up plans for these procedures to be developed in other subjects of the curriculum during the next academic year in order to give subject leaders a better insight into the quality of provision.
33. The school demonstrates a good commitment to the inclusion of all pupils in all aspects of the curriculum and everything that the school has to offer. The management of provision for pupils with special educational needs is good. It ensures that support is targeted to where the need is greatest and that all available resources are used effectively to help pupils achieve as well as they can. Effective management ensures that pupils' progress is carefully monitored and that pupils remain on track to reach the goals that they are set in their individual education plans. The management of provision for pupils with English as an additional language is good and helps to ensure that pupils' needs are well met, despite the fact that there is little external agency support and a lack of language expertise in school to cover the many different home languages that different pupils speak. Management of the Foundation Stage is good and ensures that all available resources and curriculum provision are geared well to how young children learn best.
34. Governors have played an important role in helping the school to move forward. Governors are active in the management of the school and in drawing up priorities for improvement. Relationships between staff and governors are strong and governors not only show a very good awareness of the school's strengths but are also equally aware of those aspects, such as standards in mathematics and science, that need to be

improved. Many governors visit the school on a regular basis while others put their professional skills to good use for the benefit of the school. The governing body fulfils its statutory duties effectively and acts well as a critical friend to the school. The strength of relationships is reflected in the fact that both the headteacher and governors feel comfortable in asking and answering challenging questions about the work and performance of the school. Governors attend many training courses and this enables them to set the work of the school in both a local and national context. The committee structure works well and plays an important role in the strategic management and development of the school.

35. Financial planning and budgetary control are good. The governors, through the finance committee, are actively and effectively involved in drawing up the budget and in monitoring spending. With the guidance of the headteacher, they ensure that the principles of best value are applied well when purchasing goods and services. Good information about spending patterns is regularly communicated to governors. The day-to-day running of the school and financial management and monitoring by office staff are efficient and effective and help the school to run smoothly. Office staff provide a welcoming point of contact for parents and visitors alike. Taking all factors into account, the school is providing satisfactory value for money.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	947 887	Balance from previous year	31 067
Total expenditure	936 394	Balance carried forward to the next	42 560
Expenditure per pupil	4 954		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children get off to a good start in the Foundation Stage.
- Teaching and the curriculum provide a wide and varied range of exciting and vibrant learning activities.
- The teaching assistant and learning support assistant contribute well to children's learning.
- Good leadership and management have played an important role in improving curriculum provision and in establishing stronger links with parents.
- Adult interactions with the children could be made more frequent to further enhance children's language and communication skills.

Commentary

36. Children are admitted to the reception class in September or January, usually in the term preceding their fifth birthday. At the time of the inspection, the class was full and the majority of the 30 children had been admitted in January. Most transfer from a nearby nursery school. There are good arrangements for the induction of these children, with increasingly effective liaison between the two schools, visits by Langbourne staff to the nursery and by nursery children to their new school in the term before entry. However, there are no corresponding arrangements for the induction of the small number of children from other, or no, nursery settings.
37. Attainment on entry to the school is very low, particularly in personal, social and emotional development, in communication, language and literacy and in knowledge and understanding of the world. However, all children, including those with special educational needs, achieve well and make good progress from this low starting point as a result of good teaching and a good curriculum. By the end of the reception year, most children attain the nationally recommended Early Learning Goals in their creative and physical development. Standards are below the expected level in children's personal, social and emotional development and in their mathematical development. Standards are well below the expected level in communication, language and literacy and in knowledge and understanding of the world.
38. Provision for these younger children has improved very significantly since the previous inspection. At that time, staffing instability adversely affected the quality of teaching and the curriculum was unsatisfactory. The school has successfully addressed all the issues raised. Provision for reception children is now a strength of the school, preparing children well for the next stage of their education.

39. The overall quality of teaching is good with examples of very good teaching. The teacher knows how young children learn and makes meticulous plans to meet their needs. Topics are well chosen to cover and integrate all areas of learning where possible. There is a very good balance between activities that are initiated by the teacher or teaching assistant and activities where children learn through investigation and play, with a specific focus. All the adults provide very positive role models and work well as a team. There is a busy and purposeful atmosphere in the classroom. However, because adults are usually working with a group of children, in some areas of the classroom their interactions with other children are too infrequent. Basic skills are well taught and the teacher uses a good variety of teaching methods to retain the interest of the children. Lessons proceed at a good pace. The staff's enthusiasm and firm control ensure that there are few interruptions to learning and behaviour is good. Planning is carried out jointly by the teacher and teaching assistant so that both are fully aware of the daily programme. Assessment procedures are good and include the systematic observation of children in freely chosen activities. Subsequent learning tasks are then often adjusted well in the light of these assessments. However, assessment does not include recording which 'stepping stones' leading to the Early Learning Goals individual children have reached. Leadership and management of the Foundation Stage is good and ensures that the curriculum on offer is well matched to how well young children learn, that staff and resources are deployed well and that good links with parents are established. The reception teacher, who is the Foundation Stage leader, has taken the initiative in forging her partnership with parents. She organises regular 'learning through play' sessions at which parents experience typical children's activities in order to understand ways in which children learn. She has also set up a 'home learning base' outside the classroom with resources, including homework sheets, for parents to use with their children. These initiatives are beginning to bear fruit by increasing the participation of parents in their children's education.
40. In their **personal, social and emotional development**, all children achieve well, although standards are below the expected level by the end of the reception year. Teaching and learning are good. Teaching places a good emphasis on developing children's independence and, as a result, children can often be seen moving to new activities without disturbing the teacher working with a group. Staff encourage children to share resources and many children co-operate well with one another and only rarely play on their own. They are beginning to take turns and to understand and show patience towards classmates. Occasionally, children sustain a single activity for a good length of time, but more generally they move fairly rapidly between activities because concentration levels are quite low. Staff ensure that children are given responsibilities such as tidying up and many children fulfil these in a satisfactory manner. Although children need some support in the different activities that they take part in, staff provide just the right balance in both assisting those that need it and in encouraging the children to realise that there are skills that they need to master for themselves.
41. Children achieve well in **communication, language and literacy** although standards are well below the expected level by the end of the reception year. This is because of their very low levels in this area when they start school. None of the current reception class knew more than four letter sounds on entry,

for example. Teaching and learning are good and at times very good. Teaching places a very strong emphasis on developing children's communication skills. There is a daily well-planned literacy lesson in which the teacher models the reading and writing processes very clearly and teaches sounds systematically, working hard to develop children's communication skills. However, few children speak confidently, most responding briefly with very quiet voices and limited vocabulary. There are good plans to use drama and role-play to enhance these skills more effectively but there are times when children would benefit from more frequent and planned interactions with adults. Early reading and writing skills are taught well. Staff often read stories in an animated manner to capture the interest of the children and seldom miss an opportunity to teach the children a range of different strategies to help them develop reading skills. Despite adults' best efforts, children have difficulty in remembering key words and in using their knowledge of sounds to write simple words.

42. Children achieve well in their **mathematical development**, although standards are below the expected level by the end of the reception year. Teaching and learning are good. Staff plan a good range of practical activities, using a wide variety of attractive resources, to engage children's interest in number. Although many children have limited language skills and find it difficult to explain what they are learning, teachers encourage them consistently to use the correct mathematical vocabulary. Staff often use songs to help children consolidate what they know about numbers and children respond enthusiastically to these sessions, even though the recall of numbers is limited for some children. The registration period is often effectively used to promote children's counting skills and suitable programs on the computer are used to consolidate children's knowledge of number. Sand and water play is regularly on offer and teachers plan well what children are to learn from these experiences but the other free choice activities on offer include too few with a mathematical bias.
43. Standards in children's **knowledge and understanding of the world** are well below the expected level by the end of the reception year. Despite this, all children achieve well given their very low level of attainment when they start at the school. Teaching and learning are good. Children are provided with good opportunities to explore different materials and get a basic understanding of their properties. Staff make children aware of the world in which they live by looking at flowers, insects, plants and by setting up different play areas. Lots of practical experiences are provided, but very few children have a secure understanding of the world beyond their own family and locality. Children's sense of chronology is poor. Attractive displays of books and objects all relate to current or past work and provide a good resource to foster children's interest in learning. Children have good access to computers. This means that children are competent users of the mouse, and master the skills of 'clicking' and 'dragging' from an early age. Discussions about feelings, happenings and the beliefs, traditions and cultures of the many different groups of children in the Foundation Stage help to promote and celebrate cultural diversity and to engender respect for others.

44. Attainment in children's **physical development** is at an expected level by the end of the reception year. Achievement for all children is good. Teaching and learning are good. The outside area was out of use because of roof repairs and the two weekly lessons in the hall did not occur on inspection days. However, there are good plans to develop the outside area, when the builders depart, as a resource to promote all areas of learning. General observations of children at break and lunch times indicate that they show a satisfactory awareness of space and of the needs of others. Fine motor skills, such as cutting and joining, are taught well and children carry out these tasks satisfactorily. Children are directly taught how to hold brushes and other tools and this helps them in their creative work.
45. Standards in children's **creative development** are at an expected level by the end of the reception year. All children achieve well. Teaching and learning are good and at times better. Teaching ensures that there are well-planned opportunities for children to explore an exciting range of materials and to develop their skills in painting, drawing and collage work. Teaching provides children with opportunities to draw and paint from close observation. There is skilful teaching of a range of art techniques with children encouraged to be imaginative and creative in their work. Teaching ensures that children have regular access to musical instruments and children listen to music in a satisfactory manner and recognise that different instruments make different sounds. Well-planned and constantly changing role-play areas provide children with good opportunities to develop their imagination and to interact with one another.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6 because of the good and at times better teaching.
- The leadership and management of the subject have played an important role in helping to improve standards.
- The challenge for the higher-attaining pupils is occasionally not demanding enough.
- Teaching assistants make an important contribution to pupils' achievement.
- Too few pupils are independent learners.
- Good assessment and target setting procedures impact well on the progress that pupils make.

Commentary

46. On the basis of the 2004 National Curriculum tests for Year 2 pupils, attainment was well below the national average in reading and writing and has been at this

level over the last few years. A more positive picture emerges when the school's performance is compared to similar schools because here attainment is at an average level. The 2004 National Curriculum tests for Year 6 pupils indicate that attainment was below the national average and that these results were the best that the school had attained in recent years. Again a positive picture emerges when the school's performance is compared to similar schools as attainment is above average. Inspection findings indicate that standards are well below average by the end of Year 2 and below average by the end of Year 6. The achievement of pupils in Years 3 to 6, including those with special educational needs and those who speak English as an additional language, is good. Achievement for all pupils in Years 1 and 2 is satisfactory and at times good in lessons where teaching is good. Standards are also affected by factors such as high levels of pupils with special educational needs and high levels of pupil mobility in some year groups. The school has had high levels of staff turnover, which have also impacted on how well pupils achieve over time. The present staffing structure is the most stable that the school has had in recent years and this is having a positive impact on how well pupils are achieving. The school has put a great deal of effort into raising standards and English has been the main focus for improvement for the last four years. The school's efforts are paying off with standards on an upward trend. Improvement since the last inspection has been good.

47. Pupils start at the school with very low communication skills. By the end of Year 2, pupils listen satisfactorily to their teachers but the vocabulary they use to answer questions is limited. Reading standards continue to improve, although few pupils have reading skills that exceed the expected level. The weakest aspect is writing where pupils have difficulty keeping an idea or story plot going after a satisfactory opening. Pupils' limited vocabulary is also reflected in their written work. Across the school much emphasis is given to developing pupils' speaking and listening skills through drama and role-play and the effective and innovative contribution of outside agencies, such as the Globe Theatre and the Old Vic. By the end of Year 6, pupils' speaking and listening skills are improving but remain below average. Although, by the time that they leave the school, most pupils read with a reasonable degree of accuracy and fluency, there are few pupils who have developed skills such as skimming or scanning or are able to read beyond the literal level. Whilst a good number of pupils write in a satisfactory manner in a technical sense, few pupils are able to write extended pieces of work that sustain a plot or character or use a vibrant vocabulary that hooks the attention of the reader.
48. Teaching is satisfactory with some good aspects in Years 1 and 2 and good and at times very good in Years 3 to 6. Learning is satisfactory. Planning is good across the school and all teachers are confident enough in their grasp of the subject to plan, organise and resource their lessons well. The best teaching is characterised by good communication with the pupils so that they are clear about what is being taught, high expectations, pace and vibrancy and very good class management so that pupils remain focused on their work. Those pupils who find the learning of English difficult because of special educational needs or because they are speaking English as an additional language, are well planned for and supported well in class by effective teaching and learning

assistants. There are occasions, however, when the work that is set for the high-attaining pupils is not challenging or demanding enough. This is more prevalent in Years 1 and 2. Behaviour in lessons is usually good and relationships are good. There are times when the quality of teaching is not matched by the quality of pupils' learning. Teachers have to continually work hard at motivating and enthusing the pupils but despite teachers' best efforts there are too few pupils, particularly older ones, who are willing to work independently or to use their own initiative in their learning. A significant minority of pupils are passive learners who depend too much upon adult support and guidance. New teaching approaches such as the use of talk partners are beginning to help pupils to think more independently.

49. The subject is well led and managed. The subject leader has a very clear sense of what needs to be done to improve standards and has been instrumental in demonstrating very good practice through example. She has regularly monitored the quality of teaching and learning through lesson observations and scrutiny of pupils' work and teachers' planning and the information gained from these initiatives has been used well to improve teaching and standards in the subject. Good procedures are in place for assessing and tracking pupils' progress and again the information has been used well to set challenging targets for pupils and to identify areas for improvement in the subject.

Language and literacy across the curriculum

50. The use of language and literacy skills in other subjects of the curriculum is satisfactory and improving well. The school has placed a greater emphasis on developing pupils' speaking and listening skills in subjects such as geography, history and religious education, although this relies heavily on the teacher input and promptings. There are some good and very good examples of pupils' writing skills being planned for and developed in other subjects but this good practice is not as consistent as it could be.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' investigative skills are not developed well enough.
- The strongest teaching is in Years 3 to 6.
- There are occasions when there is not enough challenge for the higher-attaining pupils.
- Good leadership and management of the subject and good assessment and tracking procedures are increasingly impacting positively on standards and achievement.
- Pupils are not always ready to take initiative, responsibility or independence in their own learning.
- Teaching assistants support pupils well.

Commentary

51. On the basis of the 2004 National Curriculum tests for Year 2 and Year 6 pupils, attainment was very low and in the bottom 5 per cent of schools nationally. When compared to similar schools, attainment was well below average in both year groups. How well the school performs is also affected by the fact that there are year groups with high numbers of pupils with special educational needs and high levels of pupil mobility. Inspection findings indicate that standards are well below average by the end of Year 2 and Year 6. The achievement of pupils in Years 1 and 2, including those with special educational needs and pupils who speak English as an additional language, is satisfactory. In Years 3 to 6 all pupils are achieving well in terms of the development of their number skills. However, although pupils' achievement in the development of their problem solving and investigative skills is currently satisfactory across the school, over time this has not consistently been the case because high levels of staff turnover resulted in the necessary skills not always being taught in a systematic or rigorous manner. This issue has now been addressed although there is still room for improvement in this aspect of the subject. Improvement since the last inspection has been satisfactory.
52. By the end of Year 2 pupils have acquired sound basic number skills, but few pupils are working at a level higher than that expected of seven-year-olds. Pupils' knowledge of the properties of shapes is a little basic and they are not sure of the properties of irregular shapes. Pupils are competent at collecting data, but find some difficulty in interpreting it. There has been considerable improvement in the provision made for children's mathematical development in the Foundation Stage, resulting in pupils having better basic skills as they enter Year 1. If these skills are built on well, standards by the end of Year 2 look set to rise. By the end of Year 6 only a small percentage of pupils attain beyond the level expected of 11-year-olds. Number skills are secure, but few pupils transfer these skills well to solve problems, particularly when the problems are presented in word formats or formats unfamiliar to the pupils. Pupils' knowledge of shapes is satisfactory, but only a minority have a secure understanding of

probability. Whilst most pupils know to measure, not all do so accurately enough. The school has increasingly, over the last two years, put a greater emphasis on developing pupils' problem solving and investigative skills and on pupils putting their number skills to good use in practical situations, but the school also recognises that there is still more work to be done.

53. Teaching is satisfactory with some good features in Years 1 and 2 and good and at times very good in Years 3 to 6. Learning is satisfactory overall because too many pupils are not active learners and rely heavily on adult support and guidance and do not show enough initiative or responsibility for their own learning. Teachers, particularly, but not exclusively, in Years 3 to 6 work hard at making learning enjoyable and introduce mathematical mental agility sessions in a dynamic and vibrant manner. In the best teaching, such as that in Year 3, there is also a fast pace, lively input and high expectations about both work and behaviour. Across the school, teachers manage their classes well, teach basic skills clearly and make good use of resources such as the interactive whiteboard to provide interesting lessons. Teaching is also very good when pupils are set work on investigations that require them to choose the mathematics they need and then to set out work clearly to show how they arrive at a solution. Teaching assistants contribute much to the quality of teaching and to the progress that pupils make. There are occasions, more prevalent in Years 1 and 2, where there is insufficient challenge for higher-attaining pupils because they are given the same tasks or start at exactly the same point as other pupils.
54. The subject is well led and managed. The subject leader has monitored the quality of teaching and learning well through lesson observations and scrutiny of pupils' work and teachers' planning. The information has been used well to set priorities for improvement. The subject leader has a good grasp of the need to improve pupils' investigative skills. Good procedures are in place for assessing and tracking pupils' attainment and for analysing all available test and assessment data. The information is then used well to inform the good quality target setting strategies.

Mathematics across the curriculum

55. Pupils have satisfactory opportunities to use and develop their mathematical skills in other subjects but there are occasions when opportunities are missed or are not planned for. Whilst there were some good examples in subjects such as science and in information and communication technology, where the use of computer technology was used to study noise levels around the school, leading to graphical recording of results, this good practice is not consistent enough.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' investigative skills are not at a good enough level.
- Teaching is increasingly impacting positively on how well pupils achieve.
- Teaching assistants contribute much to pupils' learning.
- Pupils show a reluctance to take initiative or to be independent in their learning.
- The way that the subject is led and managed and the good quality of assessment procedures are contributing well to current improvements in the subject.

Commentary

56. On the basis of the 2004 teacher assessments in science for Year 2 pupils, attainment was well below the national average. National Curriculum tests for Year 6 pupils in 2004 showed attainment to be very low, and in the bottom 5 per cent of schools nationally. Attainment has been at this level for three out of the last four years. When the school's performance is compared to similar schools on the basis of prior attainment, attainment was well below average. Inspection evidence indicates that standards are well below average by the end of Year 2 and Year 6. The picture regarding achievement is a little more complex. In Years 1 and 2, achievement for all pupils is satisfactory and improving. In Years 3 to 6, all pupils achieve well in terms of their acquisition of scientific knowledge. The weaker aspect is how well pupils develop their investigative skills. Although satisfactory now across the school, over time this has not been the case. The picture regarding standards is also affected by the fact that some year groups have high numbers of pupils with special educational needs and pupils for whom English is not their first language. There are year groups with a high level of pupil mobility. The high level of teacher turnover, although now addressed, has meant that over time scientific knowledge and skills have not always been taught in a rigorous and systematic manner. Improvement since the last inspection has been satisfactory.
57. By the end of Year 2, pupils have a basic knowledge of plants and how they grow and of the different habitats that plants and animals live and grow in. Pupils recognise some differences between the different properties of materials but have difficulty in explaining or recognising how different materials might be suited for different purposes. Pupils use a limited scientific vocabulary when talking about their work, despite the constant promptings of staff. Pupils lack confidence in carrying out practical tasks and their understanding of fair testing is weak. By the time that pupils leave school, they know that forces are measured in Newtons and that bacteria can be beneficial as well as harmful. Their understanding of electricity is secure but their knowledge of solids, liquids and gases and processes such as evaporation, condensation and filtration is patchy. Pupils have a satisfactory awareness of the factors needed for a healthy lifestyle. Pupils still struggle to talk about their work using an appropriate technical vocabulary. The pupils find most difficulty in using their scientific knowledge to make informed predictions or hypotheses. Teaching is clearly putting a greater emphasis on the development of pupils' investigative skills but experiments tend to be teacher led and few pupils are able to plan or instigate their own scientific investigations.

58. The quality of teaching and learning are satisfactory overall with teaching good in Years 3 to 6. Teaching over time has not always and consistently in all classes placed enough emphasis on developing pupils' investigative skills. This is now being addressed, particularly in Years 3 to 6, and, although pupils' skills are improving, there is still work to be done. Where teaching is at its strongest, expectations are high and pupils are encouraged to use their scientific knowledge to make better-informed predictions and hypotheses. Teaching is also good when it encourages pupils to explain their work through the use of good, open-ended, scientific questioning. Conversely, there are times when teachers are too ready to accept one-word answers. Across the school, teachers have to continually work hard at capturing the interest of pupils and too many pupils show a reluctance to take initiative and responsibility for their own learning and rely too heavily on adults when completing practical tasks. Teaching assistants play a significant role in supporting teaching and learning and help to ensure that pupils with special educational needs and pupils who speak English as an additional language have equal access to all parts of the lesson and the curriculum. Although showing signs of improvements in recent months, scrutiny of books for the younger pupils in school indicates that the work is not always recorded regularly or in depth and this means that pupils do not always have a good point of reference to which they can go return, to remind them of what they have learnt in the past. Although there are some good examples of pupils' literacy, numeracy and computer skills being put to good use to enhance learning, this good practice is not as consistent as it could be.
59. The subject is well led and managed. The subject leader has a good grasp of provision in the subject and there has been some effective formal monitoring of teaching and learning. The subject leader is well aware of the need to develop pupils' investigative skills further and strategies put in place to address this aspect of the subject are beginning to pay dividends. Good quality procedures are in place for assessing and tracking pupils' attainment and progress and are contributing to improvements in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Key skills are taught well.
- Pupils' keyboard skills are not well developed.
- The good practice of using computers to support learning in other subjects is not yet as consistent as it could be.

Commentary

60. Standards are below average by the end of Year 2 and at an average level by the end of Year 6. However, the achievement of all pupils, including those with

special educational needs and those for whom English is an additional language, is good, given attainment levels when pupils start at the school. Improvement since the last inspection has been good.

61. By the end of Year 2, pupils use a mouse in a satisfactory manner, but take quite a time to navigate around the screen. Not all pupils know how to save or retrieve their work. Pupils know how to change font size and colour, but their poor language skills and limited keyboard skills mean that tasks often take quite a time to complete. Pupils have some difficulty using a technical vocabulary when talking about their work. Despite the fact that standards are below average at the present time, they are improving well. Pupils make good progress during Years 3 to 6 and by the time that pupils leave school many are competent computer users. Pupils have developed satisfactory skills in using spreadsheets, using logo and in being able to research different websites. Pupils put together PowerPoint presentations that are of a satisfactory and at times better standard. They input data and present it in tabular and graphical formats in a satisfactory manner. Pupils are gaining an increasing awareness of the use of computers in the wider world and of the benefits and potential of facilities such as e-mail. Although pupils use computers to edit and draft their work, there is still room for improving their keyboard skills, so that tasks could be completed at a faster and more effective rate.
62. Teaching and learning are good. Teachers make good use of the computer suite for directly teaching key skills. Teachers are often clear and concise in their teaching and make clear exactly what pupils need to do before allowing them sufficient time to practise and refine newly learnt skills. Teachers manage pupils well and often set high expectations as to how pupils are to complete the tasks set. Although pupils are often well behaved and enjoy working with computers, they lack confidence in trying things out for themselves and instead rely heavily on adult guidance and support. Teachers are often secure, or better, in their subject knowledge and this means that little time is lost in dealing with any technical glitches should they occur. Procedures for assessing and tracking pupils' attainment are satisfactory but the school has recognised the need to make these more rigorous and systematic and to further develop the portfolio of moderated pupils' work so that these initiatives can have a greater impact on pupils' achievement and attainment.
63. The subject is well led and satisfactorily managed. The subject leader has played an effective role in improving provision and resources in the subject and in developing the profile that the subject has within the school. The opportunities to directly monitor the quality of teaching and learning in the subject have been limited but plans are already in hand for this to happen in the next academic year.

Information and communication technology across the curriculum

64. The use made of information and communication technology across the curriculum is satisfactory. Whilst there are some good examples of computers being used well to support and enhance the quality of pupils' learning in subjects such as science, mathematics, history and geography, there are also

occasions when opportunities are missed or are not planned for specifically. This is an area of development flagged up by the subject leader. Teachers are making increasingly good use of interactive whiteboards to enliven learning and to seek to capture the interest and imagination of the pupils.

HUMANITIES

65. Geography and history were sampled as insufficient lessons were seen for these subjects to be reported on in full or for a judgement to be made on the quality of provision. Religious education is reported on in full.
66. In **geography**, evidence from pupils' work, teachers' planning and discussions with pupils indicates that standards are below average by the end of Year 2 and Year 6, but achievement is satisfactory overall and at times good, given pupils' attainment when they start at the school. Scrutiny of planning shows that geographical skills are taught alongside geographical knowledge. By the end of Year 2, pupils' knowledge of their own locality is secure but their knowledge of the wider world in which they live is far more limited. Pupils' mapping skills are at a basic level. By the end of Year 6, pupils recognise attractive and less attractive features of the area in which they live and have a sound understanding of issues such as pollution and of areas of learning such as climate, rivers and mountains. Their knowledge of the wider world remains weak. Pupils' mapping skills are unsatisfactory and their understanding of co-ordinates is not secure. The leadership and management of the subject is satisfactory in terms of monitoring planning and providing informal guidance to colleagues and to auditing resources. Plans are already in hand for the subject leader to play a more formal role in monitoring teaching and learning through lesson observations and scrutiny of pupils' work. Assessment is unsatisfactory because there are no formal procedures in place for tracking pupils' progress, although this is to be addressed in September when whole school assessment procedures are to be introduced.
67. In **history**, evidence from pupils' work, teachers' planning and discussions with pupils and teachers indicates that standards are below average by the end of Year 2 and Year 6 but achievement is satisfactory given the pupils' low starting point when they come to the school. By the end of Year 2, pupils have a satisfactory recall of famous people and events that they have learnt about recently but their recall of what they have learnt a while ago is patchier. Their sense of chronology is weak and they have a little difficulty in understanding how and why things are different now than in the past. Discussions with Year 6 pupils indicate that they can recall a secure body of facts about different periods of history that they have studied, but their understanding of primary and secondary sources of evidence is limited. Only the highest-attaining pupils are able to explain why the same events in history might be interpreted differently by different people. There is imaginative use of the rich resource of London's museums, galleries, other places of interest and of visitors to the school and this means that pupils are engaged and motivated. At present, there is little use made of assessment to track or evaluate the progress of individuals and so assessment is unsatisfactory. The subject is managed efficiently but leadership

remains to be developed in terms of a more formal approach to monitoring teaching and learning. Plans are in hand to address this issue and to implement more rigorous assessment procedures next term.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good use is made of resources and artefacts to help bring learning to life.
- Teaching capitalises on pupils' differing experiences well.
- Opportunities are sometimes missed to use the subject to deepen pupils' spiritual development.

Commentary

68. Standards are below the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Achievement is satisfactory overall, for all pupils, including those with special educational needs and those who speak English as an additional language. No judgement was made on the quality of provision in the subject at the last inspection.
69. By the end of Year 2 pupils have a satisfactory knowledge of Christianity and recognise that other religions exist, although they have some difficulty naming them. Pupils know that there are important occasions and buildings for different religions but again their recall is at times patchy. Pupils show good respect for the beliefs of others and a satisfactory range of opportunities are provided for pupils to explore their own feelings and examine those things that are special to them. By the end of Year 6 pupils have a satisfactory knowledge of different faiths. They recall stories from the Bible and important events in the Christian calendar such as Lent and Advent. Pupils have a secure knowledge of Islam and Buddhism. Pupils' oral contributions indicate that their knowledge and understanding are at times better than that indicated by the work recorded in books. Pupils show a satisfactory level of respect for people with different beliefs and recognise that there are similarities as well as differences between Christianity and other faiths.
70. Teaching and learning are satisfactory. The school has a coherent and comprehensive scheme of work for religious education, which is based on the locally agreed syllabus but has been appropriately adapted to meet the needs of the pupils. It is sometimes taught as a discrete subject but is also incorporated into cross-curricular units. This makes relevant links with pupils' other experiences and successfully helps to extend their learning. Teaching makes good use of pupils' own experiences and builds well on pupils' knowledge from outside the school, as in a lesson on Christian churches where some pupils had interesting information to contribute. There are good resources for teachers to use, including artefacts, photographs and audio-visual materials. Pupils listened with great interest to the voice of Martin Luther King in his famous speech, "I have a dream", before discussing the nature of

discrimination. Sometimes, however, teachers do not take pupils beyond the simple facts, to consider deeper meanings and to aid spiritual development.

71. The subject is led and managed in a satisfactory manner. The subject leader has a good grasp of the quality of provision in the subject and monitors planning and provides much help and guidance to colleagues. Plans are already in hand for teaching and learning to be monitored in a more formal manner and for informal assessment procedures to become more rigorous so that pupils' progress can be tracked more closely.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Due to timetable constraints, insufficient lessons were observed in design and technology, music and physical education for these subjects to be reported on in full. These subjects are, therefore, sampled and no judgement has been made about the quality of provision. Art and design is reported on in full.
73. In **design and technology**, discussions with the pupils and teachers, examination of pupils' work and teachers' planning indicate that standards are below average by the end of Year 2 and Year 6. The subject has not had a high enough profile in the school during the last two years. Although pupils have had some limited experience of making products such as moving toys, containers and of food technology activities, too little emphasis has been given to the designing and evaluating aspects of the subject. Pupils state that they are not provided with regular opportunities to make a wide range of products using a variety of different materials. The school has recently introduced new unit plans for the subject which, if rigorously followed, should ensure that all aspects of the subject are covered in depth and that key skills are systematically taught and developed as pupils move through the school. Leadership and management in the subject are unsatisfactory. It is co-ordinated on a temporary basis by the headteacher, who has too many other responsibilities to give enough attention to leading the subject. However, she is fully aware that there is a need to raise the profile of design and technology and to improve assessment procedures, which at present are not rigorous enough.
74. In **music**, scrutiny of teachers' planning and discussions with pupils and teachers indicate that some aspects of the subject are at an average level by the end of Year 2 and Year 6, and achievement for all pupils is satisfactory. Across the school singing is satisfactory. By the end of Year 2, pupils have developed a satisfactory sense of rhythm and recognise that different pieces of music can evoke different feelings. Pupils name a satisfactory range of instruments. By the end of Year 6 pupils have developed satisfactory skills of appraising music from different countries and cultures. Pupils talk less confidently about composing music and evidence indicates that this aspect of the subject is not always covered in enough depth. Pupils name a satisfactory range of musical instruments and are aware of different sections of an orchestra but they have little knowledge of any famous classical composers. The school makes good use of visiting musicians to the school. During the week of inspection, for example, a peripatetic teacher taught African drumming skills. The lessons were exciting, vibrant and a riot of sound. The pupils took part with high levels of enthusiasm and some pupils were performing at a very good level. Leadership and management of the subject are satisfactory but assessment is not sufficiently formal or rigorous.

75. In **physical education**, scrutiny of teachers' planning and discussions with pupils and teachers indicate that standards are at an average level in observed aspects of the subject. Achievement for all pupils is never less than satisfactory. By the time that pupils leave the school they show a satisfactory awareness of space and move with appropriate levels of agility. Pupils have a secure understanding of the importance of exercise for a healthy lifestyle. Pupils throw and catch with a reasonable degree of accuracy, with the more able pupils throwing with good levels of power, precision and accuracy. Swimming standards are at an expected level with most pupils being able to swim at least 25 metres by the time that they leave the school. Teachers' planning indicates that over the course of the year all aspects of the subject are covered in depth. The school provides a good range of extra-curricular sporting activities and brings in different sporting coaches to enhance pupils' learning. During the next academic year, the school will be working with a local sports college and other schools to further develop and enhance pupils' expertise. In addition, staff will also be involved in various training sessions, which will seek to further develop teachers' skills in the teaching of physical education. Leadership and management are satisfactory but the school has identified the need to make the assessing and tracking of pupils' progress more formal and rigorous.

Art and design

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

Main strengths and weaknesses

- Pupils achieve well.
- Good use is made of visits and visitors to enrich the programme of study.
- A specifically designated classroom is used well and is a valuable learning resource.
- Sketchbooks are not as well as they could be to improve pupils' learning.

Commentary

76. By the end of Year 2 standards are at an average level and by the end of Year 6 standards are above average. Throughout the school, all pupils, including those with special educational needs and those for whom English is an additional language, achieve well. No judgement on standards in the subject were made at the last inspection.
77. By the end of Year 2, pupils' drawing skills are satisfactory and pupils are able to use smudging techniques satisfactorily to alter the texture of work created with pastels. Pupils have a secure knowledge of how paints can be mixed to create different colours. Pupils use techniques such as leaf rubbings in a satisfactory way to produce pieces of work that are at an expected level and at times at a higher than expected level. Pupils continue to make good progress as they move through Years 3 to 6. They are provided with a good range of opportunities to work with different materials and media. They use colour in an inventive and imaginative way to make their pictures come to life and produce work of a good standard. Paintings show a good range of different techniques and the lino prints that pupils have completed are of good quality. Pupils have

worked in the style of different famous artists but their recall of the names of artists or their work is patchy.

78. Teaching and learning are good. Planning shows that over time pupils are taught key artistic skills directly. They are then encouraged to put these skills to good use in a range of learning activities working in both two- and three-dimensional formats. There are some good quality displays around the school which do much to show the high profile that art and design has in the school as well as acting as attractive learning resources. Teachers show a good level of enthusiasm for the subject and this is readily transmitted to the pupils, who take part in activities with good levels of motivation and interest. Learning is enhanced by the effective use of visits, visitors and other activities. A visiting artist runs the art club. Attractive paintings on the theme of 'The Colour of Music' are the outcome of a partnership with the Horniman Museum and pupils visit the Dulwich Picture Gallery. The school's own programme of learning includes much good work linked to other subjects and which also makes a good contribution to pupils' cultural development. There is not enough effective and consistent use of sketchbooks. Some pupils use them to practise a few techniques but not to collect visual information as a source of ideas for future work. The school has converted a spare classroom into an art room with good resources and all classes make good use of this facility.
79. Leadership and management are satisfactory overall. The subject leader has gained a secure grasp of standards through examining work displayed around the school and through the scrutiny of teachers' planning and provides much informal but useful guidance to colleagues. Plans are already in hand to monitor teaching and learning in a more formal manner in the next academic year.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. There is a strong and effective programme of personal, social and health education and citizenship (PSHE) for all pupils and the provision is good. This adds much to the quality of pupils' personal development. Good attention and emphasis are given to issues such as sex and relationships and drug or alcohol misuse. Pupils are given many opportunities to discuss their behaviour towards one another and major issues in their lives such as healthy living, which is also dealt with in an effective manner in the science and physical education curriculum. Circle time, PSHE lessons and other class discussions are used well by teachers to examine issues such as bullying, relationships, prejudice and other areas relating to pupils' experiences and feelings and pupils respond well to these. Discussions with pupils indicate that through PHSE lessons, the school council and pupil questionnaires, they feel that their voices and views are not only listened to but that they are respected and taken on board. Pupils also feel that they are given many opportunities to express their views in class and in assemblies.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	6
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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