

INSPECTION REPORT

MARVELS LANE PRIMARY SCHOOL

Grove Park, London

LEA area: London Borough of Lewisham

Unique reference number: 100696

Headteacher: Ms P Mullins

Lead inspector: Mr D J Curtis

Dates of inspection: 11 – 13 October 2004

Inspection number: 267289

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	294
School address:	Riddons Road Grove Park London
Postcode:	SE12 9RA
Telephone number:	020 8857 3904
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Appropriate authority:	The governing body
Name of chair of governors:	Revd G Berriman
Date of previous inspection:	11 January 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the Grove Park area within the London Borough of Lewisham. The school is slightly larger than the average-size primary school and currently has 294 pupils on roll, including children in the nursery who attend part time. Seventy-two pupils are identified as having special educational needs, which, as a proportion, is above the national average. Two pupils have statements of special educational need. A significant number of these pupils have social, emotional and behavioural difficulties. The school has a high proportion of pupils from minority-ethnic families and over 20 different home languages are represented in the school. Currently 32 pupils are supported through EMAS¹ funding because they are at the early stage of English language acquisition. There are 29 children who are designated as coming from families who are refugees or asylum seekers. The proportion of pupils entitled to free school meals is well above the national average. The number of pupils who leave or join the school at times other than of normal admission/transfer is high. Of the 49 pupils who were in Year 6 last year, only three started the school in the nursery and only 27 were in the school from Year 3 through to Year 6. In the last two years, eight teachers have left the school and 10 have been appointed.

The school is involved in a number of initiatives, including Excellence in Cities, Creative partnerships and being in an Education Achievement Zone. The school provides a Family Learning Programme. It achieved the 'Artsmark' award in 2003.

¹ Ethnic-minority achievement service.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	English as an additional language Special educational needs English Religious education Physical education
32677	Mr B Horley	Lay inspector	
32351	Ms P Ball	Team inspector	Foundation stage Mathematics Art and design Design and technology Music
32574	Mr J Hobden	Team inspector	Science Information and communication technology Geography History

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. The very high number of pupils who join or leave the school at times other than of normal admission/transfer is a significant barrier to achievement. Many join the school with little or no English.

The school's main strengths and weaknesses are:

- Pupils' achievement in the school is good.
- Standards in writing and mathematics are below average and not high enough.
- The leadership and management of the headteacher are very good.
- The school includes fully each and every pupil in its day-to-day life and provides a high level of care and support.
- Pupils' independent learning skills are underdeveloped.
- Provision in the Foundation Stage is good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.

The school has made good progress since the previous inspection in 1999, especially taking into account significant changes in the characteristics of the school. Standards on entry have fallen and the school now has a significantly higher proportion of pupils with English as an additional language.

STANDARDS ACHIEVED

Achievement in the school is good. From a very low starting point, children's achievement in the nursery and reception is good and they make good progress. However, the majority will not meet the expected goals by the start of Year 1. Achievement in Years 1 and 2 is good and standards are improving. In mathematics, standards are well below average, with those in reading, writing and science below average. In information and communication technology (ICT), standards meet national expectations, with those in religious education meeting the expectations of the locally agreed syllabus. Achievement in Years 3 to 6 is good. In Year 6, standards in English (writing) and science are below average, with those in mathematics well below average but improving slowly. In ICT, standards meet national expectations, with those in religious education meeting the expectations of the locally agreed syllabus. The achievement of pupils with special educational needs is good. The achievement of pupils with English as an additional language is very good.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	D	E	E	C
Mathematics	D	E	E*	D
Science	D	E	E	C

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

The grade E* means that the results in 2003 place the school in the bottom five per cent of all schools in mathematics.

The school's unofficial results in 2004 show improvement over those achieved in 2003 and compared with similar schools are now B in English.

Pupils' personal development is good. Their attitudes to school and behaviour are satisfactory. **Provision for spiritual, moral, social and cultural development is very good.** Attendance is good and punctuality is satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education.

Teaching and learning are good. Assessment is good. There are strengths in whole-class teaching and in teachers' subject knowledge. Teachers use interactive whiteboards effectively for explanation and demonstrations. Relationships are good. There are strengths in the teaching of pupils with special educational needs, together with those who have English as an additional language. Pupils' independent learning skills are underdeveloped, especially in the group work part of lessons. Day-to-day assessment is good, especially of guided reading.

The curriculum is good, with a strong emphasis on arts and sport. Opportunities to enrich pupils' learning outside the classroom are very good. Whilst accommodation and resources are good overall, a number of classrooms are cramped and have a negative impact on independent learning. The school is kept immaculately clean. The school makes very good provision for pupils' care and welfare, including those who have complex special educational needs. Links with parents and the community are good. Those with other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good.

Governance is good. There are strengths in the governors' support for the school and the welfare of pupils and they are focused on raising standards. The leadership and management of the headteacher are very good. She has a strong commitment to the inclusion of all pupils and to providing a rich and stimulating learning environment. She is supported most ably by the deputy headteacher. The leadership and management of subject leaders are very good, with strengths in their understanding of how their subject needs to develop and in a very strong sense of teamwork. The effectiveness of management is good, including financial control.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school. They feel that the induction of their children is good and that the school explains how they can help their children at home. Pupils enjoy school and are clearly very happy. They recognise that their opinions are listened to, valued and often acted upon.

IMPROVEMENTS NEEDED

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

- Raise standards and achievement in writing and mathematics.
- Develop pupils' independent learning skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are below average overall. However, pupils' achievement is good, based on their prior attainment in Year 2, especially for those pupils who are in the school from Year 3 to Year 6. The high number of pupils joining or leaving the school at times other than of normal admission/transfer is a barrier to attainment, especially the increasing proportion with English as an additional language.

Main strengths and weaknesses

- The achievement of pupils with English as an additional language is very good.
- Standards in writing and mathematics are below average.
- Children make good progress in the Foundation Stage.
- Standards in dance are very high.
- Achievement in reading is good.

Commentary

1. Children start school with standards which are well below expectations for three- and four-year olds, with the school in the bottom 10 per cent of schools in the local education authority for standards achieved on starting school. As the result of good teaching, children's achievement in the nursery and reception classes is good. However, few are likely to meet the expectations of the Early Learning Goals in all six areas of learning by the time they start Year 1.

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

Standards in:	School results	National results
Reading	13.8 (12.8)	15.7 (15.8)
Writing	11.5 (12.2)	14.6 (14.4)
Mathematics	14.9 (14.2)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

2. Results of the 2003 National Curriculum tests for pupils in Year 2 were well below average in reading, writing and mathematics. When compared to similar schools², results were average in reading and mathematics, but well below average in writing. Although no official data is available, the school's results in 2004 indicate that there was no significant change from 2003 results. In both years, teacher assessments in science show standards well below average. Current inspection findings are that standards in mathematics are well below average because there is insufficient pace and challenge in lessons. Standards in reading and writing are improving and are now below average. Improvement is the result of stronger teaching. In writing, the elimination of the overuse of photocopied worksheets is having a positive impact on standards. Standards in science are below average. In ICT, standards meet national expectations, with those in religious education meeting the expectations of the locally agreed syllabus. In dance, standards were exceptionally high for seven-year-olds because of inspirational teaching. Insufficient lessons were observed in order to judge standards in other subjects.

² Schools with more than 35 per cent and up to 50 per cent of pupils entitled to free school meals.

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

Standards in:	School results	National results
English	23.8 (25.5)	26.8 (27.0)
Mathematics	22.3 (23.6)	26.8 (26.7)
Science	26.0 (25.9)	28.6 (28.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

3. Results of the 2003 national tests for pupils in Year 6 were well below average in English and science, with mathematics in the bottom five per cent of all schools. As measured against their prior attainment in Year 2, standards were average in English and science, but below average in mathematics. The school's results for 2004 show improvement over those achieved in 2003, with average point scores of 24.3 in English, 23.3 in mathematics and 26.4 in science. Indications are that, based on prior attainment, results were above average in English, average in science and below average in mathematics. In 2004, for the 27 out of 49 pupils who were in the school from Year 3, results based on prior attainment were well above average in English, above average in science and average in mathematics. These figures represent good achievement, especially in English and science and particularly for those pupils who were in the school from Year 3.
4. Current inspection findings judge that standards in English and science are improving and are now below average. Standards in mathematics, whilst improving slowly, remain well below average. Within English, standards in reading are average. In writing, pupils are insecure in the use of punctuation and this is a key factor in below average standards. In mathematics, there is a lack of challenge and pace in lessons. Standards in ICT are improving, but are below national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In dance, standards exceed expectations for 11-year-olds because of excellent teaching. Insufficient lessons were observed in order to judge standards in other subjects.
5. Taking into consideration very low standards on entry, the high number of pupils joining the school other than in reception, many of whom have English as an additional language, and the high proportion of pupils with special educational needs, overall achievement in the school is good.
6. Across the school, pupils with English as an additional language show very good achievement. Pupils benefit from high-quality teaching from the EMAS teacher which enables them to make very good progress in key skills, especially speaking and listening and reading. Pupils receive strong support from teachers, classroom assistants and their peers to support their learning.
7. Across the school, pupils with special educational needs show good achievement. They benefit from good-quality teaching, especially when given individual or small group support from specialist teachers. In most lessons, they achieve well when supported by classroom assistants and/or their class teacher. In lessons, where there is no classroom assistant, they do not make as much progress, especially when teachers spend too much time on managing the behaviour of the whole class.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Pupils' spiritual, moral, social and cultural development is promoted very effectively.
- Pupils are keen to take the responsibilities offered by the school.
- The school promotes very good relationships, including racial harmony.
- The school sets high standards for pupils' conduct and works to achieve them.
- Inappropriate behaviour by a minority of pupils disrupts learning in a number of lessons.

Commentary

8. The school has good systems for monitoring absence and acting quickly to deal with it. The most up-to-date attendance figures are now in line with the national average. Punctuality is satisfactory, but some parents and carers still do not ensure that their children arrive on time.
9. Most pupils are pleased to be at school and take an active part in the activities provided. Around the school behaviour is good, pupils are confident and relationships are very good. During the inspection, most pupils greeted adult visitors and were keen to talk about themselves and their school. The school is very good at promoting good relationships and the very rare incidents of any form of harassment are quickly dealt with. Respect for others, whatever their ethnic or cultural background, is constantly reinforced throughout the school. Pupils enjoy the many opportunities to take responsibilities in and around the school, especially through the school council and acting as playground buddies.
10. Overall, behaviour is satisfactory. Around the school, pupils behave well, are polite and relate well to each other and adults. However, occasionally there are instances of inappropriate behaviour by a minority of pupils which results in lessons being disrupted. There have been a number of fixed-term exclusions, but no permanent ones. These relate to six pupils. The school works well with the pupils involved and parents to deal with the issues concerned. The school's learning mentor often provides specialist support for these pupils.
11. The school's provision for pupils' personal development is very good. The school uses a system called 'Values education' where a word, such as 'responsibility', is used throughout the school for a month and is included in lessons, assemblies and other activities. In an assembly, pupils were told the story of Peter denying Jesus and this was skilfully transferred to pupils' choice based on conscience. In class, the same theme was used to get pupils discussing what responsibility meant. Pupils are provided with a wide variety of opportunities which develop their social skills. After-school clubs, such as the Gospel choir, encourage pupils to enjoy working with each other and adults and to perform to a wider audience. The school council provides valuable experience for Year 6 pupils as school councillors and they are very good role models for younger children. Pupils come from a wide variety of ethnic backgrounds and the school very successfully encourages them to value each other's beliefs and cultural traditions. Children who have recently entered the Foundation Stage have not developed their ability to work in groups or alone, and many are unlikely to achieve the Early Learning Goals by the end of the year.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	1.9
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	101	4	0
White – Irish	4	0	0
White – any other White background	22	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	6	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	12	0	0
Black or Black British – Caribbean	28	0	0
Black or Black British – African	31	12	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning and assessment are good. The curriculum and accommodation and resources are good, with extra-curricular provision being very good. Care, welfare, health and safety, together with support, help and guidance are very good. Links with parents and the community are good and those with other schools are very good.

Teaching and learning

Teaching and learning are good. Assessment is good.

Main strengths and weaknesses

- Specialist teachers make a significant contribution to pupils' learning.
- Pupils' independent learning skills are underdeveloped.
- Teaching in the Foundation Stage is good.
- Teaching of pupils with English as an additional language is very good.
- The organisation and management of group work in lessons are not sufficiently rigorous.
- There are strengths in whole-class teaching.
- Assessment is used effectively to track pupils' progress.

Commentary

Summary of teaching observed during the inspection in 48 lessons³

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	11 (24%)	18 (39%)	12 (26%)	1 (2%)	1 (2%)	0 (0%)

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

12. A significant proportion of the very good and excellent lessons were taught by specialist teachers and such lessons have a significant impact on the high standards achieved in dance and the very good achievement of pupils with English as an additional language. The teaching of dance is inspirational, which motivates and engages pupils totally in their learning in lessons. Excellent subject knowledge is passed on with enthusiasm, with the result that pupils perform to a very high standard. In many other lessons, teaching is good or very good and this has a positive impact on pupils' good achievement.
13. Pupils with English as an additional language are bright eyed and eager to learn and they benefit from high-quality teaching by the EMAS teacher. Through skilful teaching of key skills, pupils make very good progress in speaking and listening and in reading and writing. They enjoy lessons and work hard and respond to very sensitive and caring support, including the recognition of the importance of their own cultural heritage and language. Similarly, pupils with special educational needs make good progress in lessons where they are taught in small groups by specialist teachers. Teachers have a good understanding of the targets set in individual education plans and work is matched carefully to ensure that pupils achieve these targets.
14. In most lessons, whole-class teaching is good, with strengths evident in teachers' subject knowledge. Demonstrations and explanations are clear, with very effective use made of interactive whiteboards to capture pupils' interest and enthusiasm. Resources are well prepared, including those prepared by teachers using their personal ICT skills. Questioning is effective and encourages pupils to explain their answers and this makes a good contribution to speaking and listening skills. Pupils are attentive and usually behave well and are often 'bursting' to answer questions.
15. Pupils are less secure in the group-work part of lessons because their independent learning skills are not well established. Although teachers' planning shows that work is matched carefully to individual learning needs, expectations as to how much pupils should achieve are not made clear. There is insufficient rigour and challenge in the pace of group work, with the result that pupils do not sustain concentration and application. Cramped space in a number of classrooms gives teachers few opportunities to change the layout of furniture in order to make independent learning more effective. Pupils working in groups of four and six find it especially hard to sustain concentration, particularly when there is no clear expectation of how much should be achieved in independent work.
16. Teaching in the Foundation Stage is good and has a positive impact on children's good achievement. There is very good partnership between teachers and the well-trained nursery nurse and classroom assistant. They share the teaching and observation of children, collect information that is used to plan learning activities and respond sensitively to children's needs to develop the expected standards of behaviour and concentration.
17. Teachers make effective use of assessment to support pupils' learning. Results of end-of-year tests are analysed carefully and results used to measure pupils' progress year-on-year

³ Two of the 48 lessons were not graded for teaching because they were less than 30 minutes in duration.

and to set future targets. Day-to-day assessment is good, with teachers amending their planning based on previous lessons in order to meet pupils' learning needs. The assessment of guided reading is good, with exemplary practice in Year 1, where detailed analysis of individual strengths and weaknesses is used to plan the next guided reading session. As a result, pupils make good progress in key reading skills.

The curriculum

The curriculum is good and meets the needs and abilities of the pupils. Curriculum enrichment is very good. The school's accommodation and resources are good.

Main strengths and weaknesses

- There are plentiful and well-organised quality resources, including those for ICT.
- Personal, social and health education makes a good contribution to pupils' personal development.
- There is good provision for pupils with special educational needs.
- The curriculum provides equality of access for all groups of pupils.
- There is a wide range of opportunities for enrichment both inside and outside school.
- There are too few classrooms and their size is sometimes too small to meet pupils' learning needs.

Commentary

18. The school provides a broad curriculum which meets the needs of all pupils, regardless of their abilities, background or ethnic group. All statutory requirements are met, including those for religious education. There is a strong emphasis on personal and social education through a wide range of enrichment activities, particularly in the arts as well as during lessons. In lessons observed, the emphases on the ethos and climate for learning are consistently reinforced by the teaching and support staff. The National Literacy and Numeracy strategies are followed with some modifications and the rest of the curriculum is taught through the use of the QCA⁴ schemes of work, although control technology and the use of data logging in science are insufficiently developed in Years 3 to 6. Teachers' planning is consistent, effective and thorough, and is monitored rigorously by subject managers and the headteacher.
19. A wide range of activities, such as a Gospel choir, creative dance and many clubs, makes a very significant contribution to pupils' learning and well-being. Good use is made of visitors to the school and links with local organisations. Visitors to the school and visits to local places of interest are a regular feature of school life. The school makes good use of the educational facilities offered by a number of London attractions such as the Geffrye Museum and prominent art galleries. Residential visits are included in the curriculum enrichment programme for pupils in Years 3 to 5.
20. The school meets fully the requirements of the Code of Practice for pupils with special educational needs. Individual education plans are of good quality and pupils and parents are involved in the review process. When available, classroom assistants are deployed well in supporting pupils' learning. Useful recording sheets allow classroom assistants to aid classroom teachers in the assessment of pupils' learning during lessons. Pupils with English as an additional language receive high-quality support from the specialist EMAS teacher and class teachers.
21. The school's accommodation is good and it is appropriately deployed for each age group. There is adequate space for most the activities carried out, but some classrooms are cramped and are not large enough to allow the practical activities planned by teachers to be

⁴ Qualifications and curriculum authority.

carried out effectively. Lack of space restricts teachers' options when organising independent learning and this contributes to weaknesses in this area. A number of smaller spaces are appropriately furnished to support group and specialist activities, such as art therapy.

Care, guidance and support

The school provides very good care for its pupils. The provision of support, advice and guidance is very good. Pupils' involvement in the life and work of the school is very good.

Main strengths and weaknesses

- Pupils receive very good support, advice and guidance based on good academic monitoring and very good monitoring of personal development.
- Pupils have very good relationships with teaching and non-teaching staff.
- There are very good procedures for health and safety and risk assessment.
- Pupils' views are sought and valued and there is a very effective school council.

Commentary

22. The school provides all pupils with a caring, secure and inclusive environment. Procedures for introducing children who are new to the school are very good and help them settle quickly into day-to-day life. They are particularly strong for pupils with English as an additional language because of high-quality EMAS support. Health and safety procedures are very thorough. A full annual safety audit is carried out by two school governors and a rigorous system of hazard reports ensures that any problems are quickly rectified. The school is immaculate and virtually litter free. Risk assessments are completed for all external activities and in school where necessary. Child-protection procedures are well established and understood by all staff. A number of staff members are trained in first aid and the school has effective systems for the control of medicines. Lunchtime meals are produced by the school's own staff. Menus are agreed by a group including two parent governors and are planned to be healthy and appetising to the pupils and to staff.
23. This is a very caring school where every child, irrespective of gender, ability or ethnicity, is valued as an individual. Relationships throughout the school are very good and pupils are confident in their dealings with teaching and non-teaching staff. All pupils are well known to their teachers, who carefully assess and monitor their academic and personal development. As a result, they give very good advice and support. Within the school, pupils with specific special educational needs benefit from specialist support. A learning mentor assists pupils with issues regarding behaviour or attitudes to learning. The learning mentor now runs a homework club. Counsellors support pupils experiencing difficulties, including bereavement or family trauma.
24. The views of pupils are sought through class sessions, known as 'Circle Time'⁵, and at special small group assemblies taken by the headteacher and deputy headteacher. There is a very effective school council made up of Year 6 pupils. They represent all the year groups whom they consult to gain their views and then feed back to them after council meetings. This is a system valued by all pupils spoken to during the inspection, who recognise that their opinions are listened to, valued and often acted upon. School councillors are on duty at playtimes, clearly identified by bright red tabards, organising games and helping any child who needs a friend.

⁵ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

Partnership with parents, other schools and the community

The school has good links with parents and the community. There are very good links with other schools.

Main strengths and weaknesses

- Very strong links with other schools enhance the range of opportunities for pupils and enable staff to share their expertise with others.
- The school provides parents with very good information about their child's progress, enabling many to actively support learning.
- Pupils' education and breadth of experiences are greatly enhanced by the school's partnerships with Creative Partnerships and the local Education Achievement Zone.
- Parents appreciate the ease with which they can contact staff and, as a result, any problems are dealt with quickly and effectively.

Commentary

25. The partnership is good between the school and parents, who come from a wide variety of ethnic backgrounds. In the inspection questionnaire the vast majority of parents stated that their children liked school. All parents felt that the induction of their child was good and that the school explained how they could help their child at home. For example, the school invites parents of new pupils to attend a meeting with the headteacher to hear about the learning methods and how they can assist their child. The school provides computer training for parents run by classroom assistants who have received specific training for this. Parents find staff approachable and appreciate the ease of contact, particularly the presence of the headteacher and deputy headteacher in the playground before and after school. As a result, contact with parents ensures that any problems are quickly and effectively dealt with.
26. Communication with parents is very good. Parents receive a great many letters about the opportunities for pupils to attend various cultural and sports visits, with a clear statement of the learning outcomes expected as a result. Pupils write an end-of-week sheet in which they tell parents what they have learned. A weekly newsletter provides a continuous update on items connected to the life of the school. The school often invites parents to attend routine school activities such as the Friday sharing assembly. Annual reports are very comprehensive and include entries from the pupil and parent. During the termly parents' evenings, an interpreter may be arranged when required.
27. The school works very well with two significant partners, the local Education Achievement Zone and Creative Partnerships. As a result, the school receives substantial financial support and expertise which greatly enhance the curriculum opportunities for pupils and the professional development of staff. Important initiatives have enhanced pupils' learning, such as 'Values Education' where throughout the school each month a word, such as 'responsibility' is the focus throughout the school. The school has imaginatively used arts such as dance to bring mathematics to life for pupils. Pupils have the opportunity to be involved in a wide range of cultural activities in and after school.
28. The school has very productive links with other primary and secondary schools. This has enabled the schools to pool resources to enrich staff training and staff to share expertise and knowledge. The headteacher, other teachers and classroom assistants have been involved in providing training for other schools. The school has been used to demonstrate to others how it deals with its high number of pupils entering and leaving the school during the school year.

LEADERSHIP AND MANAGEMENT

Leadership of the school is very good. Management is good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher provides visionary leadership.
- The deputy headteacher works in close and effective partnership with the headteacher to deliver the vision for the school.
- The staff work effectively as a team.
- The governors are closely involved with the work of the school.

Commentary

29. The headteacher has a strong vision for the school and works in a close, effective partnership with the deputy headteacher. Together, they have a significant impact on the good quality of education provided and on pupils' achievement. They have managed most successfully the significant and on-going changes in the characteristics of the school and the many challenges posed by these. There is a total commitment to providing each and every pupil with a high quality of education. The deputy headteacher is very effective in leading and managing the provision for pupils with special educational needs, together with those who have English as an additional language.
30. Rigorous self-evaluation involving all staff, governors and pupils in Year 6, has enabled the creation of a three-year management plan for the school which aims to raise standards across all curricular areas, while at the same time recognising other priorities relating to pupils' personal and social needs.
31. The school has an effective system for reviewing the impact of actions generated by the school management plan and has involved outside agencies to monitor those areas where its initiatives have not been successful in raising standards. An area of concern has been that the school's considerable efforts towards the raising of standards in mathematics have not had a significant impact. As a result, support from the local education authority and the Education Achievement Zone has been given to the recently appointed subject manager, with the emphasis on the need to raise standards.
32. The school has been able to appoint and retain suitable qualified staff to deliver all areas of the curriculum and provides good opportunities for their development. A system of staff performance management is fully in place and this identifies needs for staff development. Further monitoring of planning for subjects is carried out by subject managers, but opportunities for them to observe lessons are limited. Staff development takes place through external courses and through sessions run in the school by the headteacher, deputy headteacher and subject leaders. Further professional development is hosted by the school and made available to other schools within the Education Achievement Zone.
33. The governing body fulfils its statutory duties except for some minor omissions in the annual report to parents. Governors take an active part in the life of the school and are kept well informed about current issues by the headteacher and through presentations to sub-committee meetings by subject managers. A governor is attached to each class and, through regular visits, is known to the pupils. One pupil specifically mentioned their 'class governor' during discussions.
34. The governors monitor standards and challenge school leaders where there are unexplained changes in the school's performance. They are supportive of the school's commitment to innovation and are involved in strategic planning. Governors are aware of the school's concern that a significant barrier to raising achievement has been the high and still increasing number of pupils who join the school other than at the normal times of joining. A further barrier has

been the increasing number of pupils for whom English is an additional language. Governors are working hard to provide care, support and resources to minimise these barriers.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,172,440	Balance from previous year	33,658
Total expenditure	1,190,389	Balance carried forward to the next	15,709
Expenditure per pupil	3,720		

35. Expenditure per pupil is high, but is similar to expenditure levels in similar London schools. The school's financial management is good, and principles of best value are effectively applied to all financial transactions. A financial surplus of less than five per cent of the school's budget was carried forward at the end of the financial year 2003-2004. The headteacher is particularly good at sourcing funding from external bodies to supplement the school's own income and to drive innovative projects.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is good.

Children start in the nursery class at the age of three and attend school part-time, coming for mornings or for afternoons. They transfer to the reception classes in September or January, depending on the date at which they become five when they attend full-time. When they start school, children's attainment is well below average. A large number of children experience difficulties with speech and language, and with mathematical and social skills. Good teaching ensures that children achieve well and are well prepared to enter Year 1. By the end of the Foundation Stage, attainment is below average; although higher attaining children meet the Early Learning Goals.

Children start school in small groups so that they get to know staff well and develop in confidence and independence. The early use of assessment identifies children who need extra support and teachers make very good provision for their learning. As a result, children of all abilities make good progress. Children whose first language is other than English make good progress because teaching staff actively support them in learning new vocabulary.

There is very good partnership between teachers and the well-trained nursery nurse and classroom assistant. They share the teaching and observation of children, collect information that is used to plan learning activities and respond sensitively to children's needs in order to develop the expected standards of behaviour and concentration. The Foundation Stage is very well managed with good relationships among staff, children and parents. Leadership and management have a positive impact on children's good achievement. Teaching space is used well, and activities planned to support all areas of learning link the indoor and outdoor areas well. Teaching is good overall, with some very good practice seen in the nursery. Standards and achievement have been maintained since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching staff set high expectations.
- Children of all abilities achieve well.
- Most children behave well and settle happily into school life.

Commentary

36. Children of all abilities, including those with special educational needs, together with those who have English as an additional language, achieve well and make good progress, often from a well below average starting point. They develop good relationships with each other and with adults through class and group work, and through independent activities. Most children are confident to come to school and are willing and eager to try things out. Teaching and learning are good. Teachers, the nursery nurse and the classroom assistant plan activities that enable children to understand about themselves and about other people. Children make choices and decisions about working indoors or outdoors and about participation in activities. They take responsibility for distributing fruit, and staff set clear expectations about including everyone, taking turns, listening and respect for others.
37. A significant minority of children have poor social skills and find it difficult to conform to expected standards of behaviour. Staff use varied approaches and consistent expectations.

They remind children about, and praise them for, 'good listening', 'good sharing', encouraging them to make efforts to behave well. They involve children in learning activities and encourage them to express wonder and delight about their learning experiences. The majority of children will not reach the Early Learning Goals by the time they start Year 1.

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is good emphasis on speaking and listening.
- Teaching is very good.
- A good range of stimulating activities helps children to learn to read and write.

Commentary

38. All children, including those at the early stages of learning English, develop their skills in speaking and listening through a wide range of activities. Many children have a limited range of vocabulary, speaking in one or two word phrases, and some do not speak clearly. Nursery staff welcome individual children when they start school each day, but few respond. Adults provide good role models, speaking in full sentences and helping children to develop their vocabulary and use of language through involvement in their imaginative play. By the end of the reception year, some are confident and articulate when speaking with adults, but most find it difficult to make sustained answers to questions.
39. Children enjoy looking at books and comparing different versions of the same traditional tale, such as 'Little Red Riding Hood'. They recognise speech bubbles, capital letters and full stops in text and recall key parts of the story. At the end of the Foundation Stage, most read and write simple words, such as 'see', 'dog' and 'dad' and some are beginning to write two or three simple sentences. The majority of children will not meet the Early Learning Goals but they achieve well because of the very good teaching and provision.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a good range of practical activities to support learning.
- Adults in the nursery take advantage of incidental opportunities to develop mathematical language.

Commentary

40. Teaching is very good in the nursery and satisfactory in reception. Starting from well below average, all children make good progress and achieve well. By the time they transfer to Year 1, most will not meet the Early Learning Goals, although more able children will meet them. Counting, matching, number rhymes and other practical activities provide a good foundation for later learning. Adults in the nursery, for example, encourage children to identify circles in their environment and children link this to their paintings of large circles and to the number '0'. Children recognise that '2 is less than 3' and are taught about repeating patterns. In the reception class, children practise writing numbers when they make a representation of a calculator and some recognise, match and count numbers to 10. They use a computer

program to identify the differences between tall, wide, short and narrow and are beginning to understand the names and order of months and seasons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good planning covers all the aspects of learning.
- Staff provide a good range of activities to develop children's knowledge and understanding of the world around them.

Commentary

41. Teachers plan a variety of stimulating experiences for children and classroom displays reflect and support their learning. Teaching and learning are good, as a result of which children of all abilities achieve well and the majority of children will meet the Early Learning Goals by the time they enter Year 1. They plant daffodil bulbs and look at pictures of how these will grow and develop, discuss where they have been on holiday and use the baby clinic to explore the roles of doctors and nurses through imaginative play.
42. A well-planned programme of study of senses includes the sense of taste. Children compare the taste of varieties of bread from different countries, and are encouraged to express preferences. Teachers link this with children from different countries and explore words, names and languages from elsewhere. Free access to modern classroom computers is limited, although the reception class does have access to the school ICT suite.
43. Teachers use photographs with captions to remind children of celebrations and to support discussion and increased awareness. A programmable toy disguised as a donkey made a journey through brick constructions to reach Bethlehem. A visit from the refuse collector provoked discussion about disposing of waste and a visit to a farm supported children's learning about animals. Children who are in the early stages of learning English are well supported by adults who use clear and repeated language to extend their vocabulary.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The nursery class has a well-equipped outdoor area, which is available to the reception class.
- Freely available outdoor resources for reception children are limited.

Commentary

44. The teaching of physical development is good throughout the Foundation Stage, although children do not always listen and make the most of the learning opportunities provided. Activities support the development of skills, including pencils, paintbrushes, threading and the fastenings on dressing-up clothes. A variety of wheeled toys and a climbing frame, freely available to the nursery class and available through planned sessions to the reception class, enables children to increase their control of their own bodies. Physical education lessons, indoors and outdoors, encourage children to listen and respond to instructions and to develop an awareness of space. Children learn to throw and catch balls and to work together in pairs. Most children do not reach the expected levels of physical development by the end of the Foundation Stage.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching enables children to achieve well.
- Both incidental and planned teaching ensure good coverage of this area of learning.

Commentary

45. Achievement in creative development is good as a result of good teaching and learning. By the time they enter Year 1, more able children are on course to reach the Early Learning Goals, but the majority will not meet them. In both nursery and reception, children have access to paint and craft activities and use a range of materials in their work. During the inspection, nursery children painted portraits of themselves. Teachers use singing as a focus for language and mathematical development as well as pitch, volume and rhythm. Children's imaginative play is limited by their lack of language, but they are beginning to work co-operatively when they use the café and the baby clinic.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Achievement in reading is good.
- Pupils are not secure in the use of punctuation.
- Assessment of pupils' learning is good and contributing to improvement.
- The subject manager is working hard to improve standards in writing.

Commentary

46. Results of the 2003 national tests for pupils in Year 2 were well below the national average in reading and writing. In comparison with similar schools, results were average in reading, but below average in writing. The school's results in 2004 indicate a similar picture. Current inspection findings are that standards are improving and are now below rather than well below average in reading and writing because of good teaching and a significant reduction in the use of photocopied worksheets in writing. Achievement is good for pupils, including those with special educational needs. The achievement of pupils with English as an additional language is very good.
47. Results of the 2003 national tests for pupils in Year 6 were well below average, but average in comparison with similar schools. Indications are that the school's results in 2004 are well below average, but above average in comparison with similar schools. Results are well above average in comparison to similar schools for those pupils who were in the school from Years 3 to 6. Current inspection findings are that standards are improving and are now below rather than well below average. Achievement is good for all pupils, including those with special educational needs. The achievement of pupils with English as an additional language is very good.

48. Standards in speaking and listening are below average. Pupils' limited vocabulary means that they find it hard to express ideas in an articulate way. Pupils listen attentively in whole-class teaching and they make determined efforts to try and answer questions. However, in group work, they are less secure in listening to and valuing the opinion of each other. On a one-to-one level, pupils willingly engage in conversation with adults, including visitors to the school.
49. Standards in reading are below average in Year 2 and average in Year 6. In Year 2, pupils are often hesitant readers and lack the fluency expected for seven-year-olds. They try hard and persevere when reading new and unfamiliar words. Pupils try to use their satisfactory understanding of letter sounds and picture clues. In Year 6, pupils are more confident readers and express preferences for favourite authors and books. They show a good recall of characters and plot in the stories they read.
50. Standards in writing are improving and are now below rather than well below average in Years 2 and 6. In Year 2, pupils' skills are stronger because they have more opportunities to write using their own ideas rather than just filling in missing words on photocopied worksheets, as happened previously. In addition, pupils are writing for a greater range of purposes and for different audiences. In Year 6, pupils write more imaginatively and creatively, especially when writing in other subjects. The biggest weakness in writing is that pupils are not secure in the use of accurate punctuation, primarily because teachers do not reinforce expectations that pupils should use the skills they have been taught.
51. Teaching and learning are good overall and impact positively on pupils' achievement and improving standards. There are significant strengths in the teaching of pupils with English as an additional language, which contributes to their very good achievement. There are strengths in the teaching of key skills in reading and in giving pupils greater opportunities to write using their own ideas, including writing in other subjects. Whole-class teaching is good, with strengths in teachers' subject knowledge and their explanation and demonstration skills, including effective use of interactive whiteboards. Teaching of group work is less secure because teachers do not set clear enough expectations as to what pupils should achieve in the time. As a result, pupils' independent learning skills are not as good as they should be. Assessment is good overall, especially the day-to-day assessment, including guided reading and this is contributing to improving standards. There are effective procedures for monitoring and tracking pupils' progress. However, when marking work, teachers do not pick up weaknesses in pupils' use of punctuation.
52. Leadership and management are very good and contribute significantly to the improvements evident in the subject. Since returning from leave, the subject manager has identified key weaknesses, such as the overuse of photocopied worksheets and taken very positive action to address them. The use of worksheets has been reduced dramatically and in-service training is being provided in order to raise standards in speaking and listening. Resources are very good and used effectively to support all pupils.

Language and literacy across the curriculum

53. This is improving because the school is working hard to develop effective cross-curricular links. Pupils use their reading skills effectively when carrying out research in history. Writing skills are improving as a result of the improving cross-curricular links, and there are good examples of poetry linked to the study of Wilfred Owen and detailed accounts of a school visit in work linked to geography.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards throughout the school are not high enough.
- Teachers' expectations of what pupils will learn in a lesson are not always high enough.
- The use of focus groups as a strategy for raising standards.

Commentary

56. Results of the 2003 national tests for pupils in Year 2 were well below the national average, but average in comparison to similar schools. Provisional results of the national tests in 2004 indicate a similar picture. Results of the national tests in 2003 for pupils in Year 6 placed the school in the bottom five per cent of all schools. In comparison with similar schools, results were below average. Indications are that the results in 2004, despite an increase in the average point score, show a similar picture. For those pupils who were in the school from Year 3 to Year 6, achievement based on prior attainment was average.
57. Inspection findings show that current standards in Year 2 and Year 6 are well below average. The school's target in mathematics for 2005 is very challenging and inspection evidence suggests that this target is unlikely to be reached. However, improvements in tracking and monitoring of pupils' progress, as well as in teaching, are having positive effects further down in the school. As a result, standards are rising gradually. Overall achievement is unsatisfactory, although for those pupils who have been in the school since Year 3, it is satisfactory.
58. There is a continuing focus in the school on the development of mathematical skills. There are weaknesses in all year groups in the use of basic skills and many pupils do not remember what they have been taught during a lesson and have difficulty using that knowledge in different situations, even when their learning appears to be secure at the time.
59. The achievement of the very small number of high attaining pupils in all year groups is satisfactory, but the pace of their learning is slowed by the teachers' need to ensure that the lower attaining pupils are not left behind. Where pupils are taught in higher and lower ability sets, there is insufficient difference in the learning between pupils in each set and the pace of learning is not fast enough for the more able pupils in each group. Pupils with special educational needs make good progress because of the additional support that they are given. The high numbers of pupils who are in the early stages of learning English make good progress once they have developed a sufficient command of the language.
60. Teaching and learning in mathematics are satisfactory overall. The good teaching seen during the inspection is contributing to the slow but discernable improvement in standards. The best teachers are very skilful at assessing what pupils know and in teaching the next steps in knowledge and skills. In the best lessons, teaching moves swiftly, engaging pupils fully in learning. Where teaching is less successful, the pace is slower, time is wasted, and pupils are less engaged in learning. In these situations, the attitudes of some pupils mean that teachers spend time managing challenging behaviour and even more time is lost. In some lessons, teachers' expectations of what pupils can achieve during a lesson are too low and this too leads to a slower pace of learning.
61. The quality of marking is inconsistent: a small number of teachers encourage pupils to assess their own work and provide very supportive marking comments to which the pupils sometimes respond. This good practice could usefully be spread across the school.

62. Leadership and management of the subject are satisfactory and are developing under a newly appointed co-ordinator who is well supported by senior members of staff. The development of 'focus groups' in each year group who are on the cusp of national expectations is raising the awareness of all staff, and increased tracking of pupils' achievement is beginning to identify those areas where improvements could be made. The most important next step in the teaching of mathematics in the school is to review the pace of learning and to increase teachers' expectations of what pupils can achieve in a lesson.

Mathematics across the curriculum

63. Pupils' use and application of numeracy skills in other subjects is satisfactory. Pupils make accurate use of ICT skills for spreadsheets and for presenting and interpreting data. Work with Creative Partnerships is leading to effective links between mathematics, art, dance and drama.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good overall.
- The subject is well resourced.
- The standards reached by the end of Year 6 are below average.
- There is insufficient teaching of investigative skills.

Commentary

64. Results of the 2004 National Curriculum tests and teacher assessments show that standards are below average in Years 2 and 6. However, when compared with standards attained elsewhere by pupils with similar prior attainment, pupils in the school make good progress. The achievement of those pupils who were in the school from Year 3 to Year 6 was good. Teaching and learning are good overall, with the better teaching being observed in Years 5 and 6. Inspection findings show that standards of the current Year 6 pupils have risen, but are still below average. Achievement for all pupils, irrespective of gender, ability or ethnicity is satisfactory in Years 1 and 2 and good in Years 3 to 6.
65. Teaching is satisfactory in Years 1 and 2 and there is a high proportion of good teaching in Years 3 to 6. In the main, pupils learn well from this. Evidence from written work and in some lessons suggests that some pupils may have been given tasks which were not well matched to their abilities or did not extend their learning.
66. Pupils take a keen interest in their work in science and are encouraged to discuss their observations in a scientific way. They have been taught and recall a wide range of scientific vocabulary but their language skills are insufficiently developed to enable them to explain the meaning of many of the terms they have been taught.
67. Pupils are taught all of the areas required by the National Curriculum. In Years 1 and 2, pupils observe and discuss ideas, such as the difference between adult animals and their offspring. In Years 3 to 6, pupils begin to develop their investigative skills and the ability to describe how to make an investigation fair by changing only one variable at a time. They record their information using charts, diagrams and text, make predictions and seek explanations for what they find but are not able to design their own investigations. The subject manager has identified that a stronger focus on investigative work is needed and has produced a range of materials to help bring this about. ICT is used effectively as a teaching

aid, but there is insufficient use of computer-based data collection. In every classroom, there

is a stimulating display related to current science work and this aids pupils' understanding of the topic.

68. Leadership in the subject is good and the enthusiastic subject manager monitors the work and planning of other staff to provide action points for improvement. Some of these have been addressed by training and by the provision of materials to help with teaching, particularly of investigative skills. An analysis of the results of the 2004 national test results has identified areas of weakness in pupils' knowledge and this is being used to plan for improvement.
69. Provision in the subject remains as it was at the time of the previous inspection, but this has been maintained against a background of increasing numbers of pupils joining the school at times other than of normal admission, many of whom have English as an additional language.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- There is a good range of computers in the ICT suite and in classrooms for the number of pupils on roll.
- Teaching is good.
- ICT is used successfully to enhance learning in the other subjects.

Commentary

70. By the end of Year 2, standards meet national expectations and pupils' achievement is good, irrespective of gender, ability or ethnicity. By the end of Year 6, standards are below national expectations and the achievement of all pupils is satisfactory. Standards meet national expectations for those pupils who were in the school from Year 3 and their achievement is good. Standards are similar to those reported at the previous inspection.
71. Teaching and learning are good and contribute to pupils' good achievement, with good use being made of the ICT suite and a bank of laptops. Teachers make good use of interactive whiteboards. They have received training in their use and are now developing techniques to incorporate their use into most activities to stimulate and motivate pupils' interest.
72. Pupils in Year 1 log on to the system using passwords, though the network can be slow to complete their login. They select activities from a list or directory and use a mouse well to control events on screen. By Year 2, pupils are successful in the use of a word processor to change font size, type and colour and some insert images into their work. They program accurately a floor robot and by Year 4 program a screen robot to create complex patterns. In Year 5 pupils use confidently a database program and a website for handling information, while Year 6 use a spreadsheet model to create charts and graphs from data they have entered. Older pupils search the Internet successfully for information to include in their writing in geography and history.
73. The well-equipped ICT suite and networked computers in classrooms provide pupils with a good level of computer access. In addition, some teachers use laptop computers that can be linked to the network and these were in use extensively during the inspection to support pupils' learning in lessons. The subject is well managed and the subject leader gives sound leadership.

Information and communication technology across the curriculum

74. The use of ICT across the curriculum is good. Pupils make effective use of computers to support their learning in literacy, numeracy, science, history and geography. Pupils use construction kits which can be linked to the computer to gain experience of control linked to design and technology.

HUMANITIES

75. The team focused on religious education, as insufficient lessons were timetabled for a secure judgement to be made about provision in geography and history.
76. In **geography** and **history**, a sound scheme of work is in place and each subject is taught in alternate half-term blocks. Evidence from pupils' work and displays, indicates that standards in history and geography are close to national expectations by the end of Year 6. Pupils talk enthusiastically about their work in history and recall some of the reasons behind events in the reign of King Henry VIII. In geography, they name and correctly distinguish between countries and continents. They describe features of the local area and give directions to neighbouring boroughs.
77. Teaching in these subjects is enhanced by numerous visits to appropriate places of interest, such as the Museum of London, Deptford Creekside and the Geffrye Museum. Displays in classrooms aim to stimulate pupils' interest in current topics, for example an effective display in a Year 6 classroom which compared an Ordnance Survey 1:2500 plan with large air photographs of the same area. Teachers' planning is thorough and well supported by the subject managers for each subject.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils enjoy lessons taken by the vicar.
- There is an overuse of worksheets which do not develop pupils' literacy skills.

Commentary

78. By the end of Years 2 and 6, standards meet the expectations of the locally agreed syllabus and pupils' achievement is good, irrespective of gender, ability or ethnicity. The previous inspection judged standards to be 'above average'. The reason that standards are not as high is linked to the significant changes to the characteristics of the school since 1999.
79. Pupils enjoy lessons and are very willing to both ask and answer questions. Pupils show satisfactory knowledge and understanding of the main stories from the Old Testament and know that the New Testament tells the story of Jesus as a teacher, healer and preacher. They show a good understanding of baptism and understanding that marriage is an important part of the Christian faith. They understand that people die and the importance of burial or cremation to Christians and other faiths. Pupils' knowledge and understanding of Islam and Buddhism is satisfactory. Pupils' spiritual, moral, social and cultural development is promoted successfully through the study of Christianity and other major world faiths.
80. Teaching and learning are good. Lessons taught by the vicar are enjoyed by pupils and lead to interesting question and answer sessions in which pupils' knowledge and understanding are deepened. Pupils listen attentively and are keen to answer questions as well as having the confidence to ask them. A weakness of teaching is the overuse of commercially-produced

worksheets which require pupils to write one-word or short-phrase answers. These sheets restrict pupils' use and application of writing skills in the subject.

81. Leadership and management are satisfactory. The newly-appointed subject manager has written a detailed action plan aimed at improving the storage and classification of resources and to provide a greater range of visits to different places of worship. In addition, she is reviewing the current scheme of work to assess whether it is meeting the needs of teaching and learning within the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. The team focused on physical education. Insufficient lessons were seen for it to be possible to make judgements about provision in art and design, design and technology and music.
83. Work in **art and design** was sampled as it was not possible to observe any teaching in the subject. The wide range of work on display showed coverage of most elements of the curriculum, including work with collage, paint, pastels, and fabric. Pupils have studied the work of Mondrian and have written poems inspired by 'Tiger in a Tropical Storm', a painting by Henri Rousseau. Year 6 pupils know a little about the lives and work of Van Gogh and Picasso and described in detail their current work with water paint, crayon and pastel based on the story of 'The Secret Garden'. They use their sketch books to draw the elements of movement they are learning in dance lessons and they have used clay to make vases.
84. Recent projects have included an artist and an illustrator in residence and an art workshop for parents and carers and their children. Pupils have visited the Tate and National Galleries. The subject co-ordinator has appropriately identified the need to raise the profile of the subject and to develop a portfolio of assessed work that will enable teachers to monitor pupils' progress against National Curriculum levels.
85. Work in **design and technology** was sampled. Analysis of pupils' work on display and in their design and technology diaries showed that pupils use a range of tools and materials. Discussion with Year 6 pupils indicated that they have a good understanding of the processes of designing and making. They have a limited understanding of the term 'evaluation' although they are aware of the need to understand how their product could have been better. Pupils talked enthusiastically about their current project of designing and making a fairground ride that will work and gave good descriptions of their use of electrical equipment for this purpose.
86. A newly introduced assessment procedure requires assessments in each subject after each block of work. This will help teachers to understand pupils' progress in design and technology against national norms. The action plan for the subject produced by the recently appointed subject co-ordinator appropriately includes a focus on developing a portfolio of assessed work for each level of the National Curriculum.
87. Work in **music** was sampled. In the one lesson observed, teaching was satisfactory but the behaviour of a minority of the pupils limited the learning of the whole class. Year 6 pupils speak about the music of Mozart and understand about the use of instruments, including their own voices. They play accompaniments to their singing and listen to music but have a limited understanding of composition or of musical notation.
88. Musical opportunities enrich the curriculum in after-school clubs. The Gospel choir is well attended and enthusiastic pupils produced a high quality performance. It is clear that they have been taught exceptionally well. A steel-pan group is similarly led by an enthusiastic teacher who has a very good relationship with the pupils, leading to high levels of concentration and involvement.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve very high standards in dance.
- Specialist teaching is of the highest quality.
- Accommodation and resources are good.
- Teachers need to be stricter with health and safety with regard to the wearing of jewellery.

Commentary

89. By the end of Years 2 and 6, standards exceed expectations for pupils of this age. Achievement for all pupils, irrespective of gender, ability or ethnicity is good. No judgement was made in the previous inspection about standards, although progress was judged to be 'satisfactory'.
90. Pupils understand the importance of physical fitness and know why lessons begin with a warm-up and end with a cool-down. Pupils show a good awareness of space and recognise the importance of the teacher's 'stop' command in lessons. Standards in dance are particularly high, with pupils able to plan, perform and refine routines. They move especially well to music. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development, such as in Year 2, where pupils' performance was based on the theme of 'Carnival' as seen in Brazil.
91. Teaching and learning are good and have a positive impact on the standards achieved. Pupils benefit from the inspirational teaching of the highly-qualified specialist dance teacher. Her lessons are rigorous and challenging, with a strong emphasis on physical activity. Pupils are expected to work hard and are encouraged to plan, perform and improve their sequences. The quality of warm-ups and cool-downs is particularly impressive. Occasionally, class teachers are not so successful in ensuring that lessons are rigorous enough and there is too much inactivity. Teachers do not always ensure that long hair is tied back and jewellery removed at the start of lessons, and this poses a risk to pupils' health and safety.
92. Leadership and management are good and impact positively on the standards achieved. The subject manager's action plan is of good quality and aimed at improvement. Resources and accommodation are good, including a large and well-equipped hall and two playgrounds of good size. Resources for gymnastics and outdoor games are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. Insufficient lessons were observed in **personal, social and health education** for a judgement on provision to be made.
94. Through 'Circle Time', pupils have good opportunities to discuss issues which concern and affect them and these lessons make a positive contribution to pupils' personal development. Through the school council and other responsibilities, pupils develop a good range of personal skills, including seeking the views of others and acting as peer mediators. Issues relating to drugs misuse are taught sensitively and enable pupils to develop an understanding of these areas. The subject makes a strong contribution to racial harmony in the school and to pupils being prepared successfully to live in a culturally diverse society.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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