

INSPECTION REPORT

RATHFERN PRIMARY SCHOOL

Catford

LEA area: Lewisham

Unique reference number: 100700

Headteacher: Mrs Andrea Gillespie

Lead inspector: R B Bonner

Dates of inspection: 1 – 4 November 2004

Inspection number: 267538

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: | 386 |
| School address: | Rathfern Road Catford London |
| Postcode: | SE6 4NL |
| Telephone number: | 020 8690 3759 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Sara Sanbrook-Davies |
| Date of previous inspection: | 27 January 2003 |

CHARACTERISTICS OF THE SCHOOL

Rathfern Primary School is situated in Catford, south London and serves an inner-city area that has a wide social and cultural mix. The school is larger than the average-size primary school. There are currently 13 classes. Forty-one children attend the nursery on a part-time basis. The numbers of pupils attending the school have fallen slightly since the last inspection. The numbers of boys and girls are reasonably balanced overall, but with some significant variations between years. Attainment on entry to the nursery is low. The school is set in an area of some social and economic deprivation, as indicated by the above average percentage of pupils claiming free school meals. Pupils who attend the school come from a very wide range of ethnic backgrounds. Over three-quarters are from ethnic minorities and nearly a quarter speak English as an additional language, which is much higher than in most schools. The primary languages are Turkish, Tamil and Ibo. Twelve pupils are refugees and asylum seekers. Nearly a quarter of pupils have special educational needs, which is above the national average. Four pupils have a statement of special educational needs. Their needs include autism, visual impairment, speech, language and communication problems, and profound and multiple learning difficulties. Pupil mobility is higher than in most schools. The school is part of the Excellence in Cities initiative through which it has been able to employ a learning mentor to support pupils who are at risk of not attending school. It is also participating in the Leadership Development Strategy in Primary Schools programmes in order to improve the leadership and management skills of teaching staff. In the recent past problems with illness, recruitment and retention of staff have had a detrimental effect on pupils' progress.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------|----------------|---|
| 25384 | R B Bonner | Lead inspector | Mathematics Information and communication technology |
| 9282 | D Tytler | Lay inspector | |
| 16773 | R Arora | Team inspector | Foundation stage Special educational needs Art and design Design and technology Religious education |
| 32257 | R Chalkley | Team inspector | English as an additional language English Geography History |
| 22397 | S Fowler | Team inspector | Science Music Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Rathfern Primary School is effective in its work and provides good value for money. Overall, pupils achieve well as a result of good teaching in Years 2 to 6. Frequent staff illness and difficulties with recruitment and retention have had a detrimental effect on the school's efforts to raise standards, particularly in the reception and Year 1 classes. Leadership and management are good.

The school's main strengths and weaknesses are:

- Test results in Year 6 in 2004 were above the national average in English, and in comparison to similar schools they were above average in mathematics and science, and well above average in English.
- Achievement is good, and Year 6 pupils' standards are on course to reach national averages in English, mathematics and science by next summer.
- Standards in the current Year 2 classes are well below average in reading, writing, mathematics and science.
- The standards in the current Year 2 and Year 6 classes are below average in information and communication technology (ICT).
- Teaching in English, mathematics, science and ICT is good and pupils achieve well.
- The school caters effectively for pupils with special educational needs (SEN) and for those who are learning English as an additional language (EAL), and enables them to achieve well.
- The headteacher and senior management team have created a good climate for learning that enables all pupils to succeed.
- Governors work very closely with the headteacher in shaping the vision and direction of the school.
- Teachers' planning does not always focus sufficiently on what pupils are to learn.
- The transfer arrangements for children moving from the reception class to Year 1 are unsatisfactory.

Since the last inspection in 2003, the school has made good progress. Teaching and learning have improved in Years 2 to 6 and this has resulted in a rise in standards in the national tests between 1999 and 2004 that is above the national trend. Standards in English and science in the current Year 6 class are higher than those recorded at the time of the last inspection whilst those in mathematics have been maintained at a similar level. In information and communication technology (ICT), standards have risen because the computers and other equipment have been improved and teachers have developed their subject expertise. Attendance has improved in the last academic year. Provision for pupils' personal development has also improved.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals rather than similar Year 2 prior attainment, because so many pupils leave and join the school in Years 3 to 6.*

Overall, pupils achieve well because of good teaching and the provision of work that is carefully structured to meet both their learning and social needs. Pupils achieve well in Years 2 to 6 and satisfactorily in the nursery and reception class and in Year 1. Children enter the school with low levels of attainment and in particular poor communication and language skills. Children in the nursery and reception classes achieve well in their personal, social and emotional development and satisfactorily in all other areas. By the time they enter Year 1 the majority are likely to have achieved the goals children are expected to reach in their creative and physical development, but not in the other four areas of learning.

The school exceeded its targets in English and mathematics in 2004 and standards in Year 6 are rising faster than those seen in other schools nationally. In the current Year 2 classes, standards are well below average in reading, writing, mathematics and science. Standards in Year 6 are on course to reach national averages in English, mathematics and science by next summer. The school's targets for 2005, which broadly match those for 2004, are challenging but achievable.

Pupils' personal qualities are good. Pupils' spiritual, moral, social and cultural development is good. Pupils are keen to come to school, most respond well in lessons and are generally attentive and motivated learners. Values are fostered effectively through the caring and supportive relationships that exist between staff and pupils, and the good example that is set by all those working in the school. Standards of behaviour are good. Attendance is below the national average and the punctuality of a small minority of pupils remains a concern.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. They are satisfactory in the nursery and reception classes and in Year 1, and are good in Years 2 to 6. Teachers and support staff provide good levels of support, which helps pupils to engage in their work and achieve well. In most classes, teachers pay close attention to the pupils' learning needs, providing them with suitable challenges which build effectively on their previous work. Occasionally, teachers do not set clear learning targets for pupils to achieve, and individual pupils' challenging behaviour is not always managed successfully. The curriculum is satisfactory. The enrichment of the curriculum, through arts and sports in particular, fosters positive attitudes to learning. The school provides pupils with good care, guidance and support. It works well in partnership with the community and it has very good links with other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership and management of the headteacher are good. The leadership of other key staff is also good. The headteacher and the senior management team have been particularly successful in promoting a positive ethos in which all pupils are able to flourish. Governance is very good. The school governors understand the school very well, are committed to its development, and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are well satisfied with the school. They report that their children like school, and that the arrangements for their children to settle into school are particularly good. They think that teaching is good and that their children are making good progress because the teachers expect them to work hard. Pupils also show good levels of satisfaction. They comment particularly on how hard they have to work and how well their teachers help them with their work and if they are worried.

IMPROVEMENTS NEEDED

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

- To raise standards of achievement by improving the quality of teaching and learning, particularly in the Foundation Stage and Year 1.
- To ensure teachers' planning focuses more clearly on what pupils are to learn.
- The transfer arrangements for children moving from the reception class to Year 1.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement¹ is good. Achievement is particularly good in Years 2 to 6 and it is satisfactory in the nursery and reception classes and in Year 1. Standards in English, mathematics and science are currently well below average in Year 2 and in Year 6 pupils' standards are on track to reach national averages by next summer. Standards in information and communication technology (ICT) are below average in Years 2 and 6, but pupils achieve well.

Main strengths and weaknesses

- Test results in Year 6 in 2004 were above the national average in English.
- In comparison to similar schools, test results in Year 6 in 2004 were well above average in English, and above average in mathematics and science.
- Pupils achieve well in Years 2 to 6 in English, mathematics, science and ICT because of the good quality teaching they receive.
- Pupils with special educational needs and those who are learning English as additional language make good progress because of the good support they receive.

Commentary

1. Attainment on entry to the nursery is low and a significant minority of children speak little or no English. These standards are lower than those recorded in the previous report. Even though children make satisfactory progress through the Foundation Stage (nursery and reception classes), by the time they enter Year 1 the vast majority are not on course to achieve the goals expected in any areas of their learning except their physical and creative development, where standards are broadly average. There are particular weaknesses in pupils' communication, language and literacy, mathematical development and in their knowledge and understanding of the world.

Standards in national tests at the end of Year 2 – average point scores in 2004²

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 14.6 (12.7) | 15.8 (15.7) |
| writing | 13.3 (11.2) | 14.6 (14.6) |
| mathematics | 15.1 (14.3) | 16.2 (16.3) |

There were 56 pupils in the year group. Figures in brackets are for the previous year.

2. At the end of Year 2, results in the tests in 2004 were well below the national average in reading, writing and mathematics. In comparison to similar schools, standards were below average in each of these subjects. Following a significant fall in standards in 2003 they rose in 2004 as a result of intensive training and strategic changes in staff in Year 2. Nevertheless the trend over the last five years in the school's National Curriculum points for all three subjects was below the national trend. During this period there has been no significant difference between the attainment of boys and girls. Teacher assessments in science show

¹ Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

² The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point below the national, their pupils are, typically, a term behind.

the proportion of pupils achieving the expected level (Level 2) was below the national average

and those that achieved the higher level (Level 3) was well below the national average. In comparison to similar schools the proportion of pupils achieving the expected level (Level 2) was average, but well below average for those that achieved at the higher level (Level 3).

Standards in national tests at the end of Year 6 – average point scores in 2004³

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.9 (26.1) | 26.9 (26.8) |
| mathematics | 27.1 (26.5) | 27.0 (26.8) |
| science | 28.5 (28.9) | 28.6 (28.6) |

There were 47 pupils in the year group. Figures in brackets are for the previous year.

3. At the end of Year 6, results in the tests in 2004 were in line with the national average in mathematics and science and above the national average in English. In comparison to similar schools, standards in mathematics and science were above average and they were well above average in English. These results exceeded the school's targets. There were two main reasons for this: the effective targeting of different groups of pupils for additional support, and improvements in the quality of teaching and learning as a result of intensive monitoring and training. The trend over the last five years in the school's National Curriculum points for all three subjects was above the national trend. Standards in all three subjects are on course to be maintained. The targets for 2005 are challenging but achievable. There are no significant differences between the attainment of boys and girls. Pupils from minority ethnic backgrounds achieve at least as well as other pupils. The school makes particularly good provision for the most able mathematicians. For example, the above-average pupils in Year 6 are taught by a specialist mathematics teacher, and a few of the most able attend Saturday Mathematics Enrichment Project classes.
4. The children enter the school with low levels of attainment and in particular very poor communication and language skills. A large number of pupils have special educational needs or are learning to speak English as an additional language. In addition, a significant proportion of pupils join the school between Years 3 and 6. The combination of these factors presents a particular challenge in terms of raising standards. Currently, standards in Year 2 are well below average in English, mathematics and science, pupils achieve well in Years 2 to 6 because of good teaching and learning and the provision of appropriate work that is carefully structured to meet their needs. Pupils achieve satisfactorily in the Foundation Stage and in Year 1, but pupils' progress has been hindered by staff illness and difficulties with recruitment and retention which has affected these classes the most. The achievement of a significant minority of pupils is also held up in Year 1 due to weaknesses in the provision of pupils' transition from the reception class. Children in the reception class are not always sufficiently prepared for the teaching of the National Numeracy and Literacy Strategies. Additionally, teachers in Year 1 are not always effective in meeting the complex learning needs of those who are not ready for these strategies.
5. The school is particularly successful in promoting good achievement for pupils with special educational needs (SEN) and those who are learning English as an additional language (EAL). This is because of the good quality of the school's provision in meeting their particular needs. Pupils with SEN are identified at an early stage. Detailed individual education plans (IEPs)

³ The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point below the national, their pupils are, typically, a term behind.

clearly focus on areas for improvement and pupils make good progress against the targets they are set. The learning mentor and the senior management team ensure a strong, caring, and inspirational support and guidance to all pupils. Pupils are taught to respect, value, and consider the needs of others. This work ensures that pupils with emotional and behavioural problems are given additional support to learn in an organised and informed way that enables them to achieve well. Pupils with EAL are closely monitored on entry into the school and once settled are assessed. This information is then used to target specific support to meet their needs.

- Standards in ICT are below average in Years 2 and 6. Pupils are achieving well in this subject but standards are still below average, principally because a significant minority of pupils do not have computers at home to support their learning in school. Other reasons relate to weaknesses in pupils' work in the areas of monitoring and control, and teachers do not yet make the best use of ICT in the teaching of other subjects. In geography, standards are below average in Year 2 and they are average in Year 6. Pupils achieve well in this subject. Standards in physical education are average in Years 2 and 6 and pupils achieve satisfactorily. Standards in religious education in Year 6 are well below average. There is insufficient evidence to make a judgement on standards or achievement in religious education in Year 2, or in other subjects in Years 2 and 6.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes and behave well. Pupils' spiritual, moral, social and cultural development is good as a result of the school's good provision for their personal growth. In spite of the school's best efforts pupils' attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils' attitudes and engagement in their learning are good.
- The school's code of conduct is clear and expectations of behaviour are high.
- There are wide-ranging opportunities for pupils to take on responsibilities in the day-to-day running of the school.
- Children in the foundation stage soon learn to play and work as members of a community because there is good provision for their personal, emotional and social development.
- Pupils' cultural development is well extended to include good opportunities for the multicultural dimension.
- The school's good procedures for promoting and monitoring attendance have resulted in a significant improvement in attendance in the last academic year.

Commentary

- Strengths found in the previous inspection have been built upon, and the school has made good progress in this area of its work. Pupils enjoy school and like being able to make a contribution to its work and to the school community. They co-operate well with one another and most pupils show interest and commitment towards their work.
- Pupils are very clear about the agreed code of conduct in their classes. As a result they have a good understanding of why rules are necessary and adhere to them well. Pupils' moral development is good. The clear messages that they hear from well-chosen themes in the daily assemblies, support pupils' understanding of the consequences of their actions on other people. The school has high expectations of behaviour and the staff work hard to make sure pupils live up to them. However, in some lessons learning is hindered by a few pupils behaving badly. Most teachers are firm and require good discipline, and are consistent in their approach when dealing with inappropriate behaviour. Staff are quick to praise kind, helpful and considerate pupils and this builds good relationships. Incidents of bullying and any

intimidating behaviour are dealt with promptly. Seven pupils have been temporarily excluded from school during 2003-4.

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 | 82 | 2 | 0 |
| White – Irish | 1 | 0 | 0 |
| White – any other White background | 17 | 0 | 0 |
| Mixed – White and Black Caribbean | 24 | 1 | 0 |
| Mixed – White and Black African | 2 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Mixed – any other mixed background | 12 | 0 | 0 |
| Asian or Asian British – Indian | 3 | 0 | 0 |
| Asian or Asian British – Pakistani | 2 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 2 | 0 | 0 |
| Asian or Asian British – any other Asian background | 18 | 0 | 0 |
| Black or Black British – Caribbean | 88 | 4 | 0 |
| Black or Black British – African | 22 | 1 | 0 |
| Black or Black British – any other Black background | 62 | 0 | 0 |
| Chinese | 3 | 0 | 0 |
| Any other ethnic group | 6 | 0 | 0 |

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

9. All pupils are expected to take on jobs in the classroom to help the day run smoothly. A good number of responsibilities are given to pupils in Years 5 and 6. They do these quickly and conscientiously, for example organising the assemblies, distributing fruit and milk or helping the young children. There is a well established school council and this is helping to build trusting relationships and a sense of belonging to the school community. Pupils are enthusiastic about the opportunities, for example, helping in organising charity events, winter and summer fair activities, and gain confidence from them.
10. From the start, children in the nursery class are taught to take turns, to listen to the teacher and to be considerate to other children. The teachers and assistants in the nursery and reception classes set a good example; they value what children say and are interested in their ideas and conversations. There is a strong sense of enjoyment and enthusiasm for learning. As they quickly gain confidence, children are encouraged to be more and more independent, to give a hand with classroom tasks and to help other children. Pupils, including those with SEN and EAL have good attitudes to learning. They show pleasure in activities undertaken, especially where these are well matched to their needs. Most pupils work co-operatively and

help each other. Pupils with IEPs for their personal development are well supported and develop well in their self-esteem and confidence. Even though children receive good levels of support and encouragement, a significant minority are unlikely to achieve the expected goals when they enter Year 1.

11. The school provides a wide range of activities and clubs outside normal lesson times. Pupils with diverse aptitudes and backgrounds show great enthusiasm for the wide range of after-school clubs that are on offer. These broaden pupils' experiences and develop their skills in many areas including sports, music and art. Many pupils have the opportunity to learn an instrument. There is wide choice of clubs that attracts a good take up.
12. Pupils speak with enthusiasm about the visits they have made to support the work done in the classroom. Visits and visitors play an important part in developing pupils' understanding of the world beyond the classroom. They have provided an appreciation of the arts, local history and geography and an insight into different faiths and cultures. The sharing and the celebration of the rich diversity of cultures represented in the school, is well developed. Pupils have sufficient knowledge of different cultures and faith communities through lessons in art, music, geography and history. Visitors, for example, the Indian dancers and African drummers, enhance the provision further. The residential visit encourages pupils to take part in more adventurous activities and to become increasingly self-reliant.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.6 | School data | 1.4 |
| National data | 5.1 | National data | 0.4 |

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

13. In the 2003-4 school year, the attendance rate was below the national average and the rate of unauthorised absence was well above the national average. However, the school's good procedures for promoting and monitoring attendance have resulted in a significant improvement in attendance in the last academic year. Further improvement has been maintained in the first half term of the new academic year. The school has a rigorous approach to unauthorised absence, which continues to be well above the national average. The school has clear procedures for tackling unauthorised absence, involving the education welfare officer where necessary. Newsletters and notices outside each classroom continually remind parents of the need for good attendance and punctuality but, despite the school's best efforts, a small minority fail to co-operate in ensuring that their children attend school regularly and on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. The breadth of curricular opportunities is satisfactory and opportunities for enrichment are good. Accommodation and learning resources are satisfactory. The care, support and guidance provided for pupils are good. Links with parents and the community are good, and those with other schools and colleges are very good.

Teaching and learning

Teaching and learning are good in Years 2 to 6 and satisfactory in the nursery and reception classes, and in Year 1. Assessment is good in Years 2 to 6 and satisfactory in the nursery and reception classes, and in Year 1.

Main strengths and weaknesses

- Teaching in English, mathematics, science and ICT is good and pupils achieve well.
- Teaching and learning in Years 2 to 6 are good and pupils achieve well in these years.
- Teachers and teaching assistants provide good levels of support and encouragement, which helps pupils to engage in their work and achieve well.
- Pupils generally behave well and try hard in response to teachers' high expectations.
- Good teaching ensures that pupils with SEN and those with EAL achieve well.
- Planning does not always clearly identify what pupils are to learn.
- Ineffective management of pupils' behaviour sometimes leads to unsatisfactory learning.

Commentary

Summary of teaching observed during the inspection in 46 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 1 (2%) | 9 (20%) | 16 (35%) | 17 (37%) | 3 (7%) | 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.

- The leadership of the school has been proactive in seeking to improve the quality of teaching across the school through training, mentoring and by the strategic placement of individual members of staff to rectify known weaknesses. However, progress has been hindered by staff illness and difficulties with recruitment and retention. In spite of these barriers, the quality of teaching and learning has continued to improve since the last inspection. There is now at least good teaching in classes from Year 2 to Year 6, when in the past it was largely to be found in Years 5 and 6. Nearly three quarters of lessons in these classes are now good or better. Teaching and learning in the nursery and reception classes, and in Year 1 are satisfactory.
- Teaching in both nursery and reception classes is satisfactory. Planning is appropriately based on the curriculum for the Foundation Stage. The children are provided with an appropriate range of interesting activities. Nevertheless, there are weaknesses in planning and the provision is not effectively tailored to meet the learning needs of individuals. The Foundation Stage is not fully integrated across nursery and reception to achieve joint planning or the effective sharing of resources. The clear focus of what children will learn on a daily basis is also not fully developed in the planning. In the nursery, for example, teacher's planning does not cater effectively for the needs of the older children who have spent three to four terms in the nursery. In the reception class too, the planning lacks clear focus for children at different stages of learning and this sometimes results in a lack of challenge for those who are ready for more demanding tasks. There is a suitable approach to monitoring children's progress on a regular basis. But, the information gathered from day-to-day assessments does not effectively inform teachers' planning. As a result, the work is not always pitched correctly to children's levels of ability.
- Teachers in Years 2 to 6 have a good knowledge of the subjects they teach, which is exemplified by their clear explanations that enable pupils to make connections with their previous learning and to achieve well. Many lessons are well planned and learning intentions are shared at the outset so pupils understand what they are to achieve. On some occasions, teachers' planning does not focus sufficiently on pupils' learning needs which leads to a lack of clarity about what pupils are to achieve by the end of the lesson.
- In the best lessons, teachers present material in a variety of ways that capture pupils' interest, and encourage them to be involved in their learning. In an excellent English lesson in a Year 2 class for example, the teacher effectively used humour and role-play activities to engage

pupils in their learning and pupils responded by concentrating well, and thoroughly enjoyed taking part in the activities provided. In a very good mathematics lesson in a Year 6 class, the teacher ensured that all pupils were attentive and listening carefully so that best use would be made of the learning opportunity. The teacher presented the lesson with great energy and enthusiasm, effectively using a range of practical equipment to illustrate key teaching points. She made effective links with pupils' previous learning and promoted their mental skills well. Good pace was maintained throughout the lesson and pupils responded positively to the teacher's high expectations and achieved very well. Teachers are aware that many pupils do not possess a sufficient range of subject specific vocabulary in subjects such as mathematics and science and so place a high degree of importance on teaching language and vocabulary during lessons. The decision to implement setting arrangements for literacy and numeracy in Year 6 has proved effective in enabling teachers to cater for the needs of pupils of all abilities and has contributed to improving standards of achievement.

18. Teachers and support staff provide pupils with good levels of support and encouragement and use a range of strategies to engage pupils in their learning. Teachers set high expectations of pupils and the effectiveness of their work can be clearly seen in the good standards of behaviour and the positive attitudes of the vast majority of pupils in the school. In many classes there are a small minority of pupils who find it difficult to behave well and, where behaviour management strategies are deficient, there are occasions where pupils' behaviour deteriorates. In other lessons where teaching is unsatisfactory, teachers fail to plan effectively to meet the learning needs of all pupils and so they do not make the progress they should.
19. Teaching and learning for pupils with SEN is good. The special educational needs co-ordinator (SENCo) provides support in classes and on a withdrawal basis. His calm and supportive manner promotes self-confidence and helps pupils achieve well. Teaching assistants provide good levels of support to individuals in class and sometimes in withdrawal groups, where more intense support is needed.
20. Teaching and learning for pupils with EAL are good. Teachers ensure that these pupils are integrated well into the life of the class. Work is usually well matched to their needs and there is good support to enable them to learn all subjects. They are encouraged to take an active part in discussions and to apply themselves fully to group work. EAL teachers and teaching assistants effectively support pupils with EAL during whole-class teaching by ensuring that they are concentrating and understanding what is being taught.
21. Effective assessment procedures enable teachers and support staff to measure how well each pupil is progressing in each subject. In particular, the school has established good systems for checking pupils' progress in English, mathematics and science. All pupils in Years 1 to 6 have targets for improvement in English and mathematics. Individuals are told about their targets in English, but not in mathematics. Pupils knew what standard they had reached in their writing, and had a good understanding of where they needed to improve. Teachers' marking of pupils' work is variable. In the best cases, teachers clearly indicate how well the pupils have achieved, and where they need to improve. In many cases, although marking is evaluative and supportive, it does not focus sufficiently on how pupils can improve their work.

The curriculum

Curriculum provision is satisfactory overall. It is broad and balanced, and enriched by a good range of extra-curricular activities particularly in sport and performing arts. The accommodation and resources meet the needs of the curriculum adequately.

Main strengths and weaknesses

- The enrichment of the curriculum, through arts and sports in particular, fosters positive attitudes to learning and enables pupils to achieve well.
- Provision for personal, social and health education is good.
- The school caters effectively for pupils with special educational needs, and enables them to make good progress.
- The provision for the support of pupils who are learning English as an additional language helps these pupils feel secure and valued and to achieve well.
- The transition between the Foundation Stage and Year 1 is unsatisfactory and has a detrimental effect on pupils' progress.
- The school provides a good range of learning opportunities through curriculum innovation.

Commentary

22. A comprehensive programme of clubs, visits and visitors enriches the curriculum. Extra-curricular provision includes clubs for football, hockey, netball, dance, tag-rugby and computers, whilst pupils in Years 5 and 6 are able to enjoy residential experiences based on outdoor pursuits. In addition, pupils have opportunities to participate in the school choir and recorder groups, as well as brass, cello, guitar, string group and violin tuition. A varied programme of outside visits enhances the curriculum and most topics either begin or end with such an opportunity. For example, pupils visit the River Thames as part of their geographical studies, local theatres to develop their appreciation of music and drama and the Science and Natural History Museums to encourage the development of pupils' scientific knowledge and understanding. Visitors to the school include dance, drama and music teachers and visiting performers, such as those from the National Ballet. The school also organises special curriculum focus days including those for art and dance. All of these experiences provide pupils with good opportunities for learning. Weaknesses relating to the provision of ICT have been tackled effectively.
23. Provision for personal, social and health education is good. The co-ordinator has developed a policy and scheme of work that embraces sex, drugs and race education. Personal, social and health education is taught effectively as a discrete subject and all classes provide pupils with opportunities to discuss issues that are important to them through circle time. There is a flourishing school council that includes delegates from Year 2 to Year 6, and pupils are encouraged to take responsibility in a variety of different ways. The school participate in the national 'Fruit and Vegetable' scheme as part of their commitment to healthy living.
24. There are weaknesses in the arrangements for pupils transferring from the Foundation Stage to Year 1 classes. A significant minority of pupils leave the reception class with low levels of attainment and teachers in Year 1 are not always effective in providing a curriculum that builds effectively on pupils' previous experiences and meets their specific needs. The school is aware of this problem and plans are in place to tackle this weakness.
25. The provision for pupils with special educational needs throughout the rest of the school is well planned. Their individual education plans have clear targets and they receive good support from teachers and the effective team of teaching assistants. The SENCo provides good management and ensures that pupils receive appropriate support both from within school and from outside agencies when required. Pupils with EAL are encouraged to attend the extra activities provided by the school. Specialist teachers for these pupils are fully involved in planning meetings in order to ensure that all pupils have full access to the curriculum.
26. The school provides a good range of learning opportunities through curriculum innovation. For example, a commitment to matching the curriculum to individual pupils' needs has led to the provision of support for gifted and talented pupils outside of the school day. Other innovations designed to improve the curriculum include involvement in a curriculum transition

project with local secondary schools and the establishment of close links with a neighbouring school to develop good practice.

27. Although the accommodation is satisfactory overall, the considerable improvements since the last inspection, include: the provision of covered areas outside of reception classrooms and the nursery; the development of specialist areas for music and food technology; and the creation of a small room for the support of pupils with special educational needs. These developments have helped to improve curriculum provision. However, there are still many aspects of the accommodation that need improving: the infant building needs much remedial work; the playgrounds need resurfacing; many of the classrooms need redecorating; and some classroom furniture needs replacing.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are good overall, as is the provision of support, advice and guidance based on monitoring. The involvement of pupils in the school's work and development is also good.

Main strengths and weaknesses

- Pupils learn in an effective, caring and supportive environment, which promotes meaningful relationships with adults.
- The induction arrangements for pupils joining the school are good.
- The school council ensures that the school community works in harmony.

Commentary

28. Pupils are confident that they can turn to an adult in the school if they have any concerns. Their teachers know them well, and regularly and carefully monitor their personal and academic progress so that they can best meet their learning needs. Behaviour in particular is carefully monitored and the school provides good support to pupils, staff and families.
29. The quality of care, guidance and support provided for pupils is underpinned by the good ethos of the school, in which adults set good role models and are committed to ensuring that pupils are able to learn in a safe and secure environment. Many families benefit from the early morning club, which operates on a daily basis. It provides a range of activities and is sensitively run and managed by two of the school's support staff. No registration is required and parents can make use of it whenever they choose. This good facility contributes well to the care provided and is a significant factor in improving attendance and punctuality.
30. Most children enter school with below average personal and social skills but good induction arrangements ensure that they quickly settle into school life. They soon form good relationships with each other and with adults in school. Staff take every opportunity to encourage parents to become involved in their children's education. Lunchtimes are ordered and well monitored. As a result they are good social occasions which contribute to pupils' personal development. Pupils in Year 6 help in a number of ways, sometimes serving lunches which they do enthusiastically. Playtimes are equally well organised and supervised. Pupils have a range of equipment which they greatly enjoy using. Any disagreements are well handled by the adults on playground duty.
31. The active and enthusiastic school council is made up of two pupils from each class in Years 2 to 6. The current council is still organising its arrangements but is already having an impact on school life. Pupils and staff alike take the council seriously and see it as the ideal vehicle

for pupils to gain an understanding of how the school functions, and have a say in the way it is run and in planning its future.

32. Good arrangements are in place for pupils with SEN. Effective links are established with the educational psychologist and other agencies, for example, the school health adviser, occupational therapist, speech and language therapists to provide good levels of support. There are also good arrangements in place for pupils with EAL and their individual education plans are regularly reviewed.
33. First aid procedures are good. Four of the support staff are fully qualified first-aiders. Meticulous records are kept and parents informed of any incidents involving their children and of the action taken. The school carries out risk assessments of all the activities involving pupils, such as school visits. The headteacher, premises manager and a nominated governor make regular health and safety checks of the school and take prompt action to deal with any concerns.
34. The headteacher is responsible for child protection in the school. She and a governor have recently been on a course to update them in child protection procedures and, as a result, the policy has been updated. All adults in the school have annual refresher training provided by the headteacher and are well aware of the actions they should take where concerns arise. Good assessment procedures show how pupils have achieved and developed personally, and the information is used well in providing the necessary support to ensure that teachers can meet pupils' academic and personal needs. Adults are patient when dealing with pupils, who come from a wide range of backgrounds and have a range of needs. Outside agencies are involved where necessary.

Partnership with parents, other schools and the community

The partnership between the school and parents and the community is good. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents are generally supportive of the school.
- Parents receive good information about the school and how well their children are doing.
- Links with the community are good and widen the experience of pupils.
- Very good links with other schools and colleges support the work of the school very well.
- A small minority of parents resist the school's best efforts to involve them in their children's education.

Commentary

35. The relatively small numbers of parents who replied to the inspection questionnaire or attended the pre-inspection meeting value all aspects of the school's work. Conversations during the inspection and a review of the school's documents show that the majority of parents share these views. A small minority of parents, however, do not respond to the school's efforts to co-operate with them in the education of their children, most notably in ensuring that they attend regularly and punctually.
36. Most parents attend meetings and events that directly involve their children, such as the regular consultation evenings when they can discuss their children's progress. The timing of these meetings is varied to meet parents' differing needs. The school contacts those parents who do not attend. Other occasions, such as curriculum evenings or the governors' annual meeting for parents, are less well attended. Parents' financial support for the school is very generous through the activities of the well-run and very effective Friends of Rathfern. The

Friends' committee is also invited to take an active role in planning for the future of the school through the annual 'Vision' meetings involving all staff and governors. The work of the Friends' Association, however, rests on the shoulders of a very few parents.

37. The school keeps parents well informed of school policies, planning and events through regular newsletters, the prospectus and the governors' annual report, all of which are well produced, informative documents. Coffee mornings are held at the beginning of each term when staff explain to parents what their children will be learning in the forthcoming weeks. Parents receive good information in the annual reports on their children's progress, which tell them in some detail what their children know and can do, and contain some guidance on how they might improve their learning. The school also ensures that it has a good understanding with parents through surveys and conversations with them. Most parents are very positive about the provision and believe that individuals with SEN are well catered for. The SENCo liaises well with parents at all stages. Parents are always encouraged to be involved in all reviews and kept informed of all IEPs. Regular contact is established for any exchange of information and this enhances the provision further. The school has recently been awarded a grant to establish a Family Literacy Project for parents of children with English as an additional language.
38. Good links with the community are used to enhance the curriculum and widen the experience of pupils through visits out of school and visitors to the school. There is a good range of effective visits further afield to, for example, London museums and art galleries. The very good links with local primary, secondary schools and colleges are used to support teaching and learning. Pupils go on to a large number of secondary schools but good links are maintained with the two main receiving schools to ensure a smooth transfer from Year 6 to Year 7. The school provides a large number of places to students as part of their training, including trainee teachers, learning support assistants and nurses, as well as students on work experience from nearby secondary schools.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher provides strong leadership and is committed to raising pupils' standards of achievement.
- The senior management team has created a good climate for learning that enables pupils to succeed.
- The school has a very strong commitment to the needs of pupils of all abilities and backgrounds.
- The school governors understand the school very well and are committed to its development.

Commentary

39. The headteacher leads the school well and is effectively supported by the senior management team. The headteacher has reorganised the senior management team to include additional teachers with particular expertise and experience. They share her vision for the school and know what they are working towards. They are good role models and committed to helping her in the drive to raise standards. The headteacher reviews the deployment of staff each year and successfully uses teachers' particular interests and expertise to improve teaching and learning throughout the school. She has implanted effective and regular systems for monitoring the quality of teaching and is aware of the areas of strength and weakness. She is ably supported by the deputy headteacher and senior management team who have taken a lead role in peer coaching and mentoring of teachers to help them to develop and strengthen

their classroom practice. As a result of this work, the quality of teaching and learning has improved in Years 2 to 6. Frequent changes in staff in the reception class and in Year 1 have hindered progress in these classes. The headteacher and senior management team are very committed to welcoming, including and supporting pupils of all abilities and backgrounds into the school, and have established effective systems and procedures to enable pupils of all ages and ability to benefit from the good provision the school offers. The Foundation Stage manager is a Year 2 teacher with various other responsibilities, such as literacy co-ordinator and the lower school leader. She has a satisfactory overview of the Foundation Stage, but is not ideally placed to be fully effective. Her role in the monitoring of teaching and learning is not fully developed.

40. Management is good. All staff are clear about their roles and responsibilities. The school monitors its performance well and uses the findings as the basis for planning whole-school improvements. Assessment data is used effectively to set targets for pupils' learning in English and mathematics, and for those with EAL and with SEN. This work has a positive impact on raising standards. However, the assessment data is not in a format that makes it easily accessible to all teachers. The quality of arrangements for teachers' performance management is good and used well to bring about improvement. Newly qualified teachers receive good support and advice, and are effectively monitored by senior members of staff. Financial management is good and governors receive regular monitoring reports on the school's budget. Additional funds and specific funds are used well to support educational priorities. The principles of best value are applied very well, for example, in planning for building improvements and purchasing of resources. The relatively high balance being carried forward has been earmarked to maintain single-age classes.
41. Governors are very involved in the overall life of the school. They work very closely with the headteacher in shaping the vision and direction of the school. They are very knowledgeable of the strengths and weaknesses because they are fully involved in the development and implementation of the school improvement plan. They use it very well as a working document to regularly review the school's progress towards achievement of the priorities for improvement. They are very well informed to act as very effective 'critical friends' of the headteacher and her senior staff because they understand the data about the school's performance, and are linked to particular aspects and subjects. Their regular visits to the school are very well focused. Governors are very thorough in ensuring that they fulfil their statutory duties and review and revise school policies on a regular basis.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|-----------|
| Total income | 1,239,555 |
| Total expenditure | 1,260,233 |
| Expenditure per pupil | 3,151 |

| Balances (£) | |
|-------------------------------------|---------|
| Balance from previous year | 108,433 |
| Balance carried forward to the next | 87,755 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The three-year-olds are admitted to the nursery on a part-time basis. They transfer to the two reception classes in either September or January following their fourth birthday. Only one reception class was operating at the time of the inspection. Many children have very low attainment on entry to the nursery in comparison with that usually found nationally. A very high proportion speaks little or no English, and a number of children also experience various social needs. The provision for children in most areas of learning is satisfactory, but it is particularly good in the personal, social and emotional area of learning. All children are keen learners and enjoy school. Growth in confidence, maturity and interest in learning are good. In the reception year, children build satisfactorily on the gains made in the nursery. Children with SEN and those with EAL are given the necessary support to ensure that they achieve as well as others.

When children start school, their parents make frequent visits beforehand and receive useful guidance on how to help their children. However, children are not well prepared enough for their start in Year 1 and many find it very difficult to cope with the demands of the required curriculum. Children do not receive a specifically planned programme of activities to prepare them for a more formal or a brisker pace of work. For example, children are not effectively introduced to the teaching and learning of literacy and numeracy strategies required for their start in the main school. As a result most children show a specific lack of very basic skills to give them a good start in Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well as a result of good teaching.
- Trusting and warm relationships between adults and children result in good personal development.
- High expectations of behaviour help children to know right from wrong and show respect for each other.
- Children are given good opportunities to use their initiative and develop their confidence and independence.

Commentary

42. When they first enter the nursery, many children find it difficult to sit still or concentrate for any length of time. They settle down quickly because of well-established routines and plenty of encouragement, and they show developing confidence in trying new activities. The climate for learning is positive. Children are well known to all staff and treated with respect and care to make them feel very special. Nearly all children respond positively to this provision and become attentive and eager to learn.
43. The quality of teaching and learning is good in both nursery and reception classes alike. As a result, children achieve well and although the vast majority are on line to achieve the goals expected for their age in this area a small minority are not. The staff are good role models, and this promotes the rapid development of secure relationships between adults and children. Children quickly learn to share toys, show responsibility for equipment and take care of personal belongings. This was clear when the reception class had a physical movement session in the hall.

44. Nursery children gain much self-esteem, independence and personal confidence from the opportunities to make choices and the free movement between learning areas. They participate in all available activities, and work and play in harmony with each other. Every opportunity is taken to develop respect for others, such as taking turns, sharing and understanding right from wrong. This was done skilfully in a session when the class discussed how to help a new child starting in the nursery. Children also benefit from the well-planned use of 'Emotional Literacy', which is a whole-school initiative for better behaviour.
45. The learning support staff are used particularly well alongside teachers, helping to establish high standards of behaviour and social skills; for example, during discussions, they prompt individuals to put up a hand first and wait for their turn. Children's play and responses are supported and extended sensitively through direct questioning. They are given good opportunities, through role play and dressing up in the 'home-corner', and these support their initiative and independence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a good language focus in most activities.
- The school/home reading scheme is well established.
- Achievement is satisfactory compared to the very limited language skills of most children on entry.
- There are missed opportunities to develop children's speaking skills and to increase their vocabulary.
- Work is not always suitably planned and adapted to meet the needs of older children in the nursery or to challenge the more able in the reception.

Commentary

46. Most children achieve satisfactorily, in relation to their limited language skills on joining the nursery. A clear language focus in all activities effectively supports the high number of children with English as an additional language. Owing to the large proportion of children at an early stage in acquiring English, only a small minority of children are on track to reach the early learning goals by the end of the reception year.
47. Teaching is satisfactory. In the nursery, an appropriate emphasis on the development of communication supports children's speaking and listening skills. Demonstration and use of visual information enables all children, including those new to English, to understand what they have to do. The adults provide good role models in the way they talk to each other and to children. They listen carefully to what children say. However, while all staff value children's efforts at communicating, they do not take all opportunities to extend children's talk so that it includes correct sentences and better vocabulary. For example, they do not ask children to repeat words and phrases back to them frequently enough in order to practise their new vocabulary. The older children, due to join reception in January, do not receive a specifically planned programme of activities to match their needs.
48. Reception children enjoy drawing and regularly practise writing their names. Most children are still at the early stage of making marks on paper and writing strings of letters. Teachers consolidate children's knowledge of phonics and enable them to link sounds with letters. In a group session, when writing a shopping list, some children could use a few initial letter

sounds, but found it very difficult to write when following the school's chosen scheme of cursive writing.

49. The system by which children regularly change their books and share them with their parents and teachers effectively enhances children's love for books and their ability to recognise words. Good progress is made when adults work in a one-to-one situation to give children individual attention.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of available resources for mathematical learning.
- Children are well motivated and eager to learn.
- The activities are not planned with clear outcomes for learning or matched effectively to the level of children's understanding.

Commentary

50. Children achieve satisfactorily from their very low skills on entry, although most are unlikely to attain the expected goals by the end of the reception year. Children's good attitudes and very good behaviour contribute well to their achievements in this area of learning.
51. Teaching and learning are satisfactory with some good features. Teachers plan interesting and practical activities to promote mathematical understanding. Good use is made of learning resources. For example, children in the nursery use a 'spin the shape' game for learning to identify basic shapes. A well equipped class 'supermarket' effectively supported counting items from a 'shopping list' into a 'shopping basket' in the reception class.
52. Suitable links are made between the development of language skills and mathematics. The story, 'Handa's Surprise' is used effectively in the reception class for counting items of fruit. In the nursery, the adults use a variety of number rhymes and songs to help children count using everyday objects. The older nursery children are beginning to count to ten but the more capable of these are not challenged well enough in counting activities. Often the planned activities in both nursery and reception classes do not outline clear learning outcomes or match children's level of understanding. Children are exposed to worthwhile opportunities, but a lack of well-planned opportunities affects their overall progress and preparation for a good start in Year 1.
53. Children gain some knowledge of capacity and weight from practical experiences with sand and water. They do not yet describe objects by position, shape, size, colour and quantity when working with large and small construction equipment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- An appropriate range of interesting activities is planned to promote learning in this area.
- Only a few children are likely to reach the goals expected at the end of the reception year.
- Staff use questioning effectively to enhance children's knowledge of the world around them

Commentary

54. Children's achievements are satisfactory. While the children are given worthwhile experiences for development in this area of learning, the low level of knowledge on entry for many children remains a factor in their overall low attainment.
55. Teaching and learning are satisfactory. Adults support children's understanding through opportunities for them to explore everyday objects of interest in the home corner and play-kitchen. They use appropriate questioning and encourage talk when children are engaged in role play and learning about families and relationships. They provide a balance of teacher directed and child-initiated activities. Children in the nursery collect their baby photos to learn about how they have grown and changed. They explore the malleable materials from a wide range of choices. For example, they enjoy free play with clay or making models of ambulances out of junk materials in the nursery. In the reception class, learning is enhanced well when children handle real fruit to make salads, and investigate all of these with their senses.
56. Nearly all children thoroughly enjoy the experiences of free play with sand and water. Adults use effective questioning to encourage children to explore new ideas. Children use paint and mix different colours, and a few can name basic colours correctly. They use different materials, such as paper, card, and textile to develop cutting, joining, folding and building skills, and they are encouraged to talk about their experiences. However many children, especially those at an early stage of English acquisition, have not yet developed sufficient skills in asking focused questions about how things work. Most children demonstrate developing computer skills in the use of a mouse to move items on the screen.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers make the most of the limited outdoor provision, and there is access to a hall for structured lessons.
- Opportunities for outdoor play are limited for reception classes.
- The planning for sessions outside is not sufficiently rigorous enough to ensure a focus on progress in specific skills.

Commentary

57. In the nursery, the suitably planned outdoor activities have a positive impact on children's learning. They share equipment with others and learn how to use space efficiently. Most children pedal and push vehicles with increasing control and steer them with growing confidence. In the hall session observed during the inspection, children carefully followed instructions and moved with appropriate co-ordination and control. Children achieve satisfactorily in this area of learning and indications are that the vast majority of children are on course to meet the expected goals by the end of the reception year.
58. Teaching is satisfactory. Teachers in both nursery and reception classes ensure good behaviour and safe use of tools. Children develop their control of fingers and handle tools, such as scissors and brushes, correctly. They manipulate small construction equipment with dexterity. There is however, a lack of clear focus in teachers' planning, for the specific skills to be taught in both indoor and outdoor activities.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Planned opportunities and resources are often effective in arousing children's imagination.
- Children are confident in expressing themselves creatively.
- Children are on course to meet the learning goals expected by the end of reception year.
- Children's freedom to use their own ideas is restricted in some activities.

Commentary

59. The quality of teaching and learning is satisfactory with some good features. For example, areas set aside for imaginative play provide many opportunities for role play and dressing-up. Children are excited by these activities and play creatively. Most children achieve well and many are on course to attain the early learning goals, by the time they leave reception class.
60. Children also join in favourite songs and respond well to music with body movements and dance. This was noted in a lesson where nursery children happily moved to music on the tape. Children in the reception class join in the singing of favourite songs and rhymes enthusiastically. Most children show obvious enjoyment, take pride in their work and when encouraged, talk interestingly about what they are doing.
61. In the nursery children draw, paint and make collages. They experiment with paint and use different materials to create pleasing results, for example the observational drawings of different fruit, by children in reception class. Children used colour to good effect in their drawings. However, the adults present do not always ask relevant questions to extend children's vocabulary and to stimulate different ideas. Most children in the group were unable to name some of the fruit items. In some activities, adults are inclined to over-direct, and as a result, children's freedom to use their own ideas is restricted and their finished items all look similar, for example, the sunflowers in reception class.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in the current Year 2 class are well below average and in Year 6 pupils are on track to reach national averages by next summer.
- Overall, pupils achieve well as a result of the good teaching they receive.
- The school's concentration on raising standards of literacy is having positive effects.
- Teachers' planning does not always focus sufficiently on what pupils are to learn.
- Teaching in Year 1 does not always effectively build on what pupils have learnt in the reception class.
- The very good subject co-ordinator has been effective in raising standards.

Commentary

62. Standards in the current Year 2 class are well below average. Pupils' achievement is satisfactory in Year 1 and good in Year 2. Following a significant fall in 2003, standards in reading and writing have recovered and are now at a similar standard to those achieved at the time of the last inspection. In Years 3 to 6, pupils achieve well. Standards in Year 6 are on

course to match national averages by next summer. Since the last inspection, standards have risen in Year 6.

63. Pupils enter Year 1 with standards in speaking and listening that are well below expectations. Work is not well matched to the specific needs of Year 1 pupils and especially to the significant proportion of pupils with learning difficulties. Pupils in Year 2 achieve well. Pupils in these classes are more confident but, for many, their vocabularies and powers of expression remain well below what is expected and these severely limit their rates of progress. Pupils in Years 3 to 6 achieve well. Although standards in Year 6 are currently below expectations, about three quarters of the pupils are on course to reach the expected levels by the end of the year. The school has already recognised the need to increase the opportunities for pupils to improve their communication skills and is developing the use of role play and drama.
64. Pupils' well below average communication skills impact upon their reading skills. By the end of Year 2 achievement is satisfactory but, despite the generally positive attitudes to reading, standards remain well below the expected level. Year 6 pupils are also positive about reading and most read regularly at home and achieve well. The better readers are fluent and read clearly with good understanding. Standards in Year 6 are close to national expectations. Teachers monitor the pupils' progress through the pupils' reading logs and in guided reading sessions.
65. In writing, the majority of pupils in Year 2 have difficulty in forming their letters correctly and are not consistently able to use simple punctuation. Spelling of simple words is frequently incorrect. They achieve satisfactorily. Achievement in Year 6 is good although standards are currently below expectations. Evidence gained from lesson observations and pupils' work indicates that about three quarters of pupils are on course to achieve the expected standard by the end of the year. The school has introduced a handwriting scheme and teachers rightly place strong emphasis upon raising standards of presentation.
66. Overall teaching and learning are good. Good and sometimes very good teaching across most of the school ensures that pupils achieve well. Teachers work closely with their assistants in order to ensure that pupils with SEN and those with EAL receive good support and achieve well. Teachers have a good range of teaching and behaviour management skills that motivate pupils, encourage good attitudes and behaviour and develop positive attitudes to learning. In the excellent lesson, the teacher:
- planned very carefully and used information about individual pupils to challenge them and develop their knowledge and understanding,
 - ensured that pupils knew about the purpose of the lesson and what they were expected to learn,
 - conducted it at an excellent and very challenging pace,
 - insisted on very good behaviour,
 - praised pupils for their contributions in order to raise their confidence and self-esteem,
 - asked excellent questions which enabled her to check pupils' knowledge and understanding as well as developing their learning, and
 - ensured that the lesson was fun and exciting for pupils in order to maintain excellent concentration.
67. In an unsatisfactory lesson in Year 1, the teacher did not set an appropriately challenging task for the below average group and as a result they did not make the progress they should. Teachers' lesson plans are satisfactory overall, but sometimes they do not focus sufficiently upon what pupils are expected to learn rather than the activity to be completed. Teachers' marking is inconsistent and is sometimes limited to short statements of praise rather than including comments which inform pupils of the ways in which they can improve. Teachers

make satisfactory use of ICT. They provide pupils with opportunities to word process poems and stories. In Year 5 pupils use computers to produce the front page of a newspaper with an imaginary report.

68. Leadership and management are very good. The subject co-ordinator has a very clear view of how English needs to be developed and is achieving success in raising standards. She is a very good role model and is a lead teacher for the education authority. She regularly monitors teaching and learning by observing lessons and examining pupils' work and uses this information very well to identify areas for improvement. Assessment of pupils' progress is thorough and wide ranging. It provides very good information that is used very well to set targets, allocate extra support and help teachers with their planning. There is capacity to further improve this by developing a system that brings all this data together in a form that is easily accessible to all teachers and support staff. Even so the school has made good progress since the last inspection.

Language and literacy across the curriculum

69. Pupils make satisfactory use of their writing skills in other subjects. For example, they have written descriptions of science experiments and describe healthy foods. In design and technology, they label diagrams and produce evaluations of their designs, and in geography they use research skills to find out about other countries and produce written reports.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in the current Year 2 class are well below average and in Year 6 they are on track to reach national averages by next summer.
- Effective teaching and individual support enable pupils in Years 3 to 6 to achieve well.
- Pupils respond well in lessons and are motivated to learn.
- Leadership and management provide clear direction for the improvement of the subject.
- Marking, although supportive, does not always provide pupils with guidance on how they can improve their work.
- Teaching in Year 1 does not always build effectively on pupils' previous learning.

Commentary

70. Standards in the current Year 2 are well below the national average. These pupils entered the school with standards that were well below average and are thus achieving satisfactorily. Pupils with EAL and those with SEN make satisfactory progress in Years 1 and 2. Although these pupils receive good levels of support, work is not always sufficiently tailored to meet their learning needs, and as a result they do not always make the progress they should. Standards in the current Year 6 are on course to match national averages by next summer. These pupils entered Year 3 with well below average standards and are achieving well. Pupils with EAL and those with SEN achieve well because of the good levels of support they receive. Standards in Years 2 and 6 are similar to those recorded at the time of the last inspection.
71. In Year 2, pupils of average attainment, for example, add two two-digit numbers accurately when the units total is less than ten. More able pupils order numbers to 100, add numbers to 20 and recognise multiples of two, five and ten. Less able pupils add one-digit numbers to small two-digit ones, using apparatus to help count. In Year 6, pupils of average attainment order numbers to 1000 and beyond and multiply by ten and 100. More able pupils calculate decimals of whole numbers using their knowledge of multiplication facts to solve problems. Average and less-able pupils often struggle with problem-solving activities.

72. Overall teaching and learning are good. The quality of teaching is satisfactory in Years 1 and 2, and good in Years 3 to 6. At the beginning of lessons, learning objectives are shared with pupils so that they know what they are going to learn. Teachers in most classes effectively use a range of resources, for example number lines and 100 squares, to illustrate the lesson and engage the pupils in their learning. Teachers often provide clear step-by-step instructions so pupils can make connections in their learning. In most classes, particularly good attention is paid to the development of mathematical vocabulary. In the best lessons, teachers are particularly effective in motivating the pupils and encouraging them to behave well. This, combined with challenging work for the wide range of pupils, results in a positive approach to work on the part of the pupils and they learn well.
73. In a very effective lesson in Year 6, for example, the teacher set high expectations of pupils' attention and behaviour; she sustained a very good pace and provided a good range of challenging activities for the pupils to complete. In response, pupils worked hard at calculating equivalent fractions and achieved very well. The quality of pupils' recording has improved since the last inspection. The vast majority of pupils take pride in what they do and record their work neatly and carefully and in an organised way. In lessons that are not quite so effective but are nevertheless satisfactory, teachers do not always monitor pupils' progress sufficiently well or thoroughly check what they have learnt during the lesson.
74. Leadership and management are good. The subject co-ordinator has worked effectively since taking up the post earlier in the year to develop a clear understanding of where improvements need to be made. She has achieved this by monitoring teaching and learning, and examining pupils' books. The school undertakes careful analysis of test results and has a clear view of pupils' standards and progress. This information is also used well to identify individuals and groups of pupils who require special help. The school makes particularly good provision for the most able mathematicians. Overall, the school has made satisfactory improvement since the last inspection

Mathematics across the curriculum

75. Pupils make satisfactory use of their writing skills in other subjects. For example, they create bar graphs and tables to record data, measure distances and weights in science, and calculate dates using time lines in history. Computer programs are also used well to support the development of mental skills in many classes, and also for pupils with SEN when they are withdrawn from lessons.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are currently well below average in Year 2 and in Year 6 they are on track to reach national averages by next summer.
- Pupils achieve well from a low level of understanding.
- Teachers plan well and manage behaviour effectively.
- The strong emphasis on practical and investigative activities has been a key factor in raising standards.
- The co-ordinator has done much to raise standards and encourage learning through curriculum enrichment.

Commentary

76. Although standards in the current Year 2 classes are well below average, the achievement of these pupils is satisfactory, as many arrived in school with low levels of understanding. In Years 3 to 6, achievement is good. Pupils currently in Year 6 are achieving standards that are similar to those seen in 2004, which were in line with the national average and above those achieved by similar schools. There is a trend of improvement in this subject and standards at the end of Year 2 and Year 6 have improved since the last inspection.
77. The overall quality of teaching and learning is good with some very good teaching in Year 6. The best features of teaching are that teachers plan in detail; manage behaviour effectively; use questioning very well to probe and enhance pupils' understanding; and set activities that provide appropriate challenge. In a lesson in Year 2, for example, the teacher challenged pupils to examine a range of foods and to group them accordingly. This lesson was well planned and well structured to take account of the needs of all pupils and provided very good opportunities for them to develop their own ideas through co-operation with others. It contributed significantly to personal and social education by encouraging pupils to accept responsibility and to be aware of the need to listen to the views of others. The only unsatisfactory lesson occurred when the class teacher failed to plan in sufficient detail and, as a result, pupils became increasingly confused and behaviour deteriorated. Teachers are aware that many pupils do not possess a sufficient range of scientific vocabulary and so find it difficult to give precise explanations within science lessons. Consequently they provide pupils with a display of appropriate scientific vocabulary for each lesson.
78. The school places an appropriately strong emphasis on practical and investigative activities and this has been a key factor in improving standards throughout the school. For example, pupils in Year 4 reacted enthusiastically when they successfully completed electrical circuits enabling them to light first one and then two bulbs. In a very good lesson in Year 6, pupils planned and carried out an experiment to test the speed at which liquids would evaporate. They were able to predict outcomes, discuss variables and explain how they could ensure that their test was fair. They organised themselves within their group, discussed various options and came to decisions in an amicable and mature manner. During pupil discussions, it was clear that they enjoyed their science lessons and appreciated these regular opportunities to engage in practical activities.
79. The school makes good use of data analysis and this is now playing a key role in raising standards. Teachers regularly analyse test results to see where pupils need additional support and then plan work accordingly. For example, the school has recognised a need to implement additional science sessions for some pupils in the current Year 6 classes in order to continue to raise standards. Teaching assistants make a valuable contribution to learning by supporting pupils with SEN and those with EAL. Although assessment procedures are good and marking is very supportive, pupils do not yet have their own targets to work towards to give them a better understanding of their own learning.
80. The co-ordinator provides good leadership and has a clear view of standards within his subject area. He has done much to encourage learning through curriculum enrichment, including working with parents, pupils and outside agencies to develop wildlife areas around the school. He has an action plan for future development, which includes a commitment to monitor teaching and learning throughout the school. Teachers generally provide good opportunities for pupils to develop their literacy and numeracy skills by writing up their experiments and recording data in various ways, such as tables, graphs and charts. However, there is limited evidence of pupils using computers to access scientific information or for recording data. Nevertheless, the school has made good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards have improved since the previous inspection but are still below average in both Year 2 and Year 6.
- Pupils are achieving well because of good teaching and effective support provided by teaching assistants.
- The use of ICT across the curriculum is developing well, but there is capacity for further improvements.

Commentary

81. Pupils' keyboard skills are underdeveloped in Year 2, and pupils in Year 6 have little knowledge of the control and monitoring elements of this subject. Nevertheless, these standards are higher than those recorded in the previous report, and are as a direct result of improvements in the quality of teaching and resources. Progress since the previous inspection is good.
82. At the time of the last inspection, work in ICT was underdeveloped but this is no longer the case. The school has worked hard to improve the provision through the development of an ICT suite that enables all pupils to have regular access to computer technology. The developing use of interactive whiteboards within school provides additional learning opportunities. As a result of this improved provision and regular access to computers, pupils are achieving well throughout the school but standards are still below average. This is largely due to the fact that a significant minority of pupils do not have computers at home to support their learning in school. Other reasons relate to weaknesses in pupils' work on the areas of monitoring and control, and teachers do not yet make the best use of ICT in the teaching of other subjects. The school has recognised this deficiency and has doubled the amount of time that pupils spend in the computer suite.
83. Teaching and learning are good, and pupils achieve well. Teachers display good subject knowledge and confidence when they make effective use of the data projector and interactive whiteboards in the ICT suite and classrooms to demonstrate procedures they want the pupils to follow. Teachers and teaching assistants provide pupils with clear step-by-step instructions that enable them to make connections in their learning and to achieve well. In a good lesson in a Year 2 class, the teacher and teaching assistant provided clear guidance and demonstrated good understanding of the program as they helped pupils to log on, open their own folders and access the program they wanted. Many pupils navigated around the program with confidence, changing the size and style of the text, but a significant minority of pupils required a good deal of support to achieve this, and their keyboard skills were clearly underdeveloped.
84. In a very good lesson in a Year 5 class, the teacher planned the lesson well, shared the learning objects at the outset so that pupils knew what they were expected to achieve. She demonstrated good subject knowledge through her clear explanations about how to enter information into a spreadsheet and provided very good levels of support throughout the lesson. Timed activities with a clear focus ensured that a good pace was maintained throughout. In response, pupils co-operated very well, were well motivated and consequently achieved very well.
85. The co-ordination of the subject is satisfactory. The good progress the school has made in this area of its work is the result of good work by both the previous and current co-ordinators. The present co-ordinator has only been in post for a few weeks but has already developed a clear view of where improvements need to be made. The ICT scheme is based on national guidance and the good lesson planning based on it encourages the systematic development of

ICT skills as pupils move up the school. Skills are clearly planned and reinforced in one lesson in the week with opportunities to apply skills across the curriculum in another session. However, there is still further capacity for computers to be used more regularly during lessons in the classroom. Assessment procedures are satisfactory.

Information and communication technology across the curriculum

86. There are good examples of ICT being used well in other areas of the curriculum. In literacy, for example, pupils write stories and poems, and combine text and graphics when reporting on a visit. In mathematics, they use spreadsheets to create graphs and number programs to practice mental skills. There are also particularly good examples of pupils using art and design packages to create pictures and patterns in the style of different painters. Computer programs are also used well to support the learning of pupils with SEN. There is further capacity for subject leaders and teachers to plan more systematically the opportunities for pupils to use their computer skills across the curriculum, for example, in science.

HUMANITIES

87. In humanities, work was sampled in history and religious education with no lessons seen in history and only one in religious education. It is therefore not possible to form an overall judgement about provision in these subjects.
88. In **religious education**, standards by the end of Year 6 are well below the expectations set out in the local authority's agreed syllabus. Pupils' achievements overall are satisfactory, considering their very low prior attainment and limited skills in writing.
89. This subject is planned and taught in weekly lessons. Pupils are required to study the customs and beliefs of six major religions of the world. They do not study the required aspects in appropriate detail, and, as a result, the standards are lower than expected. Pupils are able to understand and appreciate certain values, such as caring and helping. They acquire adequate knowledge of their own religion, and have some idea of God, as worshipped in different ways by other faith communities. Their knowledge is largely confined to basic facts about festivals such as Christmas and Easter. Pupils have not heard much in terms of stories from the Bible and are at the early stages of understanding the meaning of some religious symbols. Across the school, there are too few opportunities to reinforce and consolidate their thoughts and understanding through pictorial and written work. Pupils are not encouraged enough to apply the skills learnt in literacy sessions to writing own accounts of what they have learned, or research independently on topics studied.
90. Teaching was unsatisfactory in the one lesson observed. The teacher effectively used resources and own knowledge of the subject to teach pupils about the 'meaning and significance of the Ten Commandments'. There were insufficient opportunities for pupils to understand their meaning and also link them with their experiences of their own and others' religions. Most pupils showed a positive willingness to learn, while a few others displayed a lack of motivation and misbehaved throughout the lesson.
91. In **history**, there is an appropriate scheme of work to underpin the development of pupils' skills, knowledge and understanding. Pupils are encouraged to use research skills to look for evidence and draw conclusions from what they have discovered. Pupils in Year 2 investigate important events in British history, for example the Great Fire of London, and pupils in Years 4 and 5 study ancient civilizations. There are good links with other subjects. For example, pupils are expected to apply their literacy skills when writing about history, and use their knowledge gained from geography to help their understanding of historical eras and events.
92. Computer technology is used for research purposes and the presentation of pupils' work. Pupils' presentation of work is satisfactory and teachers' marking includes advice on how they can make improvements. The co-ordinator has arranged resources into topic areas which are well organised and sufficient for the areas of study. She is allocated extra time to monitor teachers' planning and pupils' work and is currently developing a format for recording and tracking the progress of individual pupils.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and sometimes very good and pupils achieve well.
- Teachers use resources and local facilities well to promote pupils' learning.

Commentary

93. Pupils enter Year 1 with well below average standards. By Year 2, pupils' achievement is good so that standards improve but are still below national expectations. By Year 6, pupils achieve well and standards are in line with expectations. Pupils with SEN and those with EAL achieve well and make the same good progress as others. Pupils learn to read maps and find countries of the world on a globe. They study different regions of the world and make comparisons between living in hot and cold climates. In Year 6 pupils know about the water cycle and the main rivers of the United Kingdom and the world.
94. Teachers have good subject knowledge and plan activities that are well suited to the learning needs of all groups. An example of very good teaching was seen in Year 2 when the teacher skilfully developed pupils' knowledge and understanding of the main features of their immediate surroundings. She provided very good opportunities for pupils to learn about a contrasting area and make comparisons by making very good use of pictures and photographs. She ensured the very good achievement of all pupils by asking challenging questions and providing good opportunities for them to discuss their answers. Teachers mark pupils' work carefully and make helpful comments about how they can improve their work. They make good use of local facilities by organising regular educational visits to museums and art galleries in the London area.
95. The leadership and management of the subject are satisfactory. The co-ordinators have only recently been appointed but are already aware of the main strengths and areas for development. For example, they regularly monitor pupils' work and have identified the need to produce an effective format for recording pupils' progress and the standards they have attained. Resources are satisfactory. No judgement was made on the subject at the time of the previous report and therefore no evaluation can be made about improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. In creative, aesthetic and physical subjects, work was sampled in **art and design**, **design and technology** and **music** with no lessons seen in design and technology and only one in music and art and design. It is therefore not possible to form an overall judgement about provision in these subjects.
97. In **art and design**, the school has developed its own scheme of work to ensure that skills build progressively as pupils move through the school. The quality of most artwork displayed around the school is satisfactory. For example, in their wall display of 'The Great Fire of London' Year 2 pupils have made attractive models of houses out of junk boxes to get a three-dimensional effect. Most displays around the school are linked to stories that pupils follow during the literacy hour. Some examples of pupils' observational drawings are of a satisfactory quality. Year 1 pupils have used a graphics program in ICT to create very pleasing results. The teaching in the one lesson observed in a Year 2 class was very good, and skilfully developed to teach pupils about identifying elements such as pattern, colour and texture in the environment. Children enjoyed the outdoor practical session and learnt well.
98. In **design and technology**, planning is based on the national guidance for the subject. The work on display indicates that pupils successfully follow the design and technology process in their work. Examples of work on display also demonstrate that teachers link this subject well to other subjects of the curriculum. For example, pupils in Year 6 are currently studying various designs of bridges as part of their work on a geography topic. They have made a large model of a suspension bridge using various materials, and this is proudly displayed in the school hall. Pupils in Year 2 have recently worked on making puppets, with effective links being made to a literacy topic.

99. There are resources of a satisfactory range and quality in both art and design and design and technology. These are used to good effect to assist pupils' learning and to engage their interest in art lessons. The co-ordination of both subjects does not include sufficient direct monitoring of teaching and learning or pupils' standards.
100. In **music**, the only lesson observed was in Year 6 where teaching and learning were satisfactory. The co-ordinator for music has very good subject knowledge; provides good leadership and supports her colleagues well. She has implemented a scheme of work that aims to develop pupils' skills, although teachers need further training in its implementation and end-of-unit assessments. The co-ordinator has developed a programme of curriculum enrichment that enables pupils to experience and enjoy performances from a wide range of visiting musicians and to perform at local music festivals. In addition to music lessons, there is a school orchestra and recorder groups, as well as peripatetic music tuition in brass, cello and violin. The school stages an annual Spring Concert and musical performances, such as those at Christmas, provide pupils with regular opportunities to perform.
101. Teachers and pupils benefit from the support of a music specialist, who comes into school to work with class teachers on two days each week. At present, the timetable is organised so that all classes receive this support for one short session each week. The school is aware of the need to review this arrangement to ensure that the most effective use is made of this valuable learning opportunity.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is enriched by a good range of extra-curricular clubs and activities.
- A small minority of pupils do not behave well in lessons and this inhibits the progress of a few classes.

Commentary

102. Pupils in Year 2 and Year 6 have average standards of achievement and make satisfactory progress over time.
103. Pupils clearly enjoy the many opportunities provided for participation in additional team sports and sporting clubs, such as those for football, netball, gymnastics, hockey and tag-rugby. Although specialist coaches run some of these clubs, many are led by enthusiastic members of staff. The school has established close links with a number of local sports clubs and many physical activities, such as dance and gymnastics, are developed as a result. Visiting specialists, such as professional dancers from the English National Ballet, come into school to demonstrate good practice and this has a positive impact on teaching and learning throughout the school. The school is seeking to further improve the curriculum for physical education through its membership of the Lewisham School Sports Partnership.
104. In all lessons, the teaching was at least satisfactory and sometimes good. Teachers set the right tone for lessons by changing into appropriate clothing and through their willingness to participate in physical activities. They give appropriate attention to health and safety aspects, such as warming up at the start of a lesson and cooling down at the end. Most pupils enjoy this subject and demonstrate positive attitudes in physical education lessons and during after-school club activities. In a games lesson in Year 2, for example, pupils had a clear understanding of what was expected, responded appropriately and made good progress. They co-operated happily in paired and group activities and enjoyed the opportunity to

develop their ball skills. However, similar standards of good behaviour were not seen in the lessons in Year 5 and Year 6. Although teachers worked hard to maintain control and employed a range of appropriate behavioural strategies, a significant minority of pupils in each lesson behaved inappropriately and this limited the progress that they and other pupils were able to make.

105. The co-ordinator provides good leadership and ensures that all aspects of the curriculum for physical education are taught. Nearly all pupils achieve the national standard of swimming 25 metres unaided by the time that they leave the school. Pupils in Year 5 and Year 6 have the opportunity to participate in residential experiences involving outdoor pursuits. Although the school has access to limited external accommodation, it does not participate successfully in a range of sporting competitions against other local schools. The co-ordinator has an action plan for future development that includes a commitment to monitoring standards of teaching and learning throughout the school and the development of assessment procedures.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship were sampled.

106. The school has made improvement in pupils' personal education by developing a policy and scheme of work, which includes attention to healthy living, sex education, misuse of drugs and race awareness. PSHE is firmly embedded into the curriculum in subjects such as science and religious education and all pupils learn the responsibilities of living in a community. The implementation of weekly circle time sessions for each class has improved pupils' ability to listen to what others have to say; given pupils opportunities to appreciate and celebrate the cultural differences within school and to discuss any emerging school issues. These sessions contribute significantly to the good attitudes and relationships in the school, and ensure that the school operates as a harmonious community. The co-ordinator leads the subject effectively and has brought about recent improvements, which include the purchase of good resources. Pupils are given opportunities to influence their own learning through school and class councils. Year 6 pupils meet the mayor and councillors as part of the annual junior citizenship activities. The school council is currently seeking to improve the quantity and quality of playground equipment, as well as discussing the focus for its next charity appeal. These opportunities enable pupils to share their ideas with others and to experience democracy at first hand.

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 | 5 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| 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 | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| 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 | 2 |
| The leadership and management of the school | 3 |
| The governance of the school | 2 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 3 |
| The effectiveness of management | 3 |

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