

INSPECTION REPORT

**BISHOP JOHN ROBINSON
CHURCH OF ENGLAND SCHOOL**

Thamesmead

LEA area: Greenwich

Unique reference number: 100181

Headteacher: Mr A. Gillham

Lead inspector: Mr D Shepherd

Dates of inspection: 20 – 22 September 2004

Inspection number: 270499

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:	Voluntary aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	232
School address:	Hoveton Road Thamesmead London
Postcode:	SE28 8LW
Telephone number:	020 8311 0406
Fax number:	020 8300 4463
Appropriate authority:	Governing body
Name of chair of governors:	Rev B Thorley
Date of previous inspection:	31 January – 2 February 2000

CHARACTERISTICS OF THE SCHOOL

Bishop John Robinson is about the same size as other primary schools with 232 pupils on roll. Most pupils are of white United Kingdom heritage, thirty-eight pupils are from African backgrounds and eleven from Caribbean backgrounds. Eight pupils speak English as an additional language, but none is at the early stages of learning English. This is higher than in most schools. The majority come from an African or Caribbean heritage. Nearly ten per cent of pupils are entitled to free school meals which is about average. Fifty-two pupils are on the school's register for special educational needs, none of whom has a statement. This is above average. The main needs are social, emotional and behavioural difficulties, speech and communication difficulties and specific learning difficulties. Pupils' attainment on entry is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2905	David Shepherd	Lead inspector	Science Information and communication technology (ICT) Geography History
9406	Roy Cottington	Lay inspector	
5565	Bimla Thakur	Team inspector	Mathematics Art and design Foundation stage English as an additional language Personal, social and health education and citizenship
21094	John Brennan	Team inspector	English Design and technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bishop John Robinson Church of England School is failing to give its pupils an acceptable level of education. This is because the achievement of significant groups of pupils is unsatisfactory. Standards in English and science overall are consistently below expected levels in Years 3-5 and pupils only achieve average standards by the time they leave the school because of the good teaching in Year 6. Standards in mathematics are at expected levels. Standards in ICT are below expected levels throughout the school, and teaching fails to cover the full requirements of the National Curriculum in ICT, geography and history. Teaching and learning are unsatisfactory overall. Leadership and management are unsatisfactory. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are unsatisfactory overall. The assessment and marking of pupils' work are unsatisfactory
- The achievement of pupils in Years 3-5 is unsatisfactory and standards are below expected levels. The achievement of higher-attaining pupils throughout the school is unsatisfactory
- Leadership and management are unsatisfactory and have not identified effectively enough how teaching and learning and pupils' achievement can improve
- The school does not teach ICT, geography and history well enough to meet statutory requirements in these subjects
- Good teaching in Year 6 has resulted in improvements in English and science
- Provision for pupils' personal development is good. The school looks after its pupils well and provides good levels of care and welfare

Since the last inspection in 2000, standards in English, mathematics and science have declined significantly. The achievement of pupils and teaching and learning are not as good as they were. Leadership and management are not as effective. The school has not corrected some of the weaknesses reported at the last inspection and these remain weaknesses. The assessment of pupils' work and the uses made of assessment data are poor and the school still does not monitor its provision effectively enough.

In accordance with section 13(7) of the School Inspections Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

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

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

In the 2003 national tests at the end of Year 6, standards were well below the national average in English and mathematics and in the bottom five per cent of schools nationally in science. Inspection evidence indicates that standards in English, mathematics and science in Year 6 reached the

expected levels and pupils achieved well. However, standards in Years 3-5 are not as high as those in Year 6, especially in English and science. They are below expected levels and pupils' achievement in these classes is unsatisfactory. Standards in ICT are below expected levels in Years 3-5 and are also below expectations in Year 6. When compared with similar schools, standards in the National Curriculum tests at the end of Year 2 in 2003 were average in reading and mathematics and well above average in writing. Inspection evidence confirms the results in reading and mathematics. However, standards in writing are only at expected levels and are not as high as the tests suggest. Standards in geography in Year 2 are at expected levels. They are below expectations in ICT. Standards on entry to the school are average in all areas of learning. Children's achievement in the nursery and reception years is satisfactory. The achievement of pupils in English, mathematics and science in Years 1 and 2 is satisfactory. Elsewhere in the school, with the exception of Year 6, it is unsatisfactory. The achievement in geography in Years 1 and 2 is satisfactory. Pupils' achievement in ICT is unsatisfactory throughout the school.

Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils' attitudes and behaviour are satisfactory overall. Attendance is above average. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is unsatisfactory. This is because teaching and learning are unsatisfactory overall. The rising standards observed recently in Year 6 are mainly because of the good teaching in that year, rather than an overall improvement in Years 3-5. With the exception of one class, pupils are managed well and behaviour is good. With the exception of two classes, the assessment and marking of pupils' work are unsatisfactory and lessons are not planned well enough to account for pupils' different needs and abilities. Not enough use is made of assessment data when planning lessons. The curriculum provided by the school is unsatisfactory because pupils are not receiving their entitlement to the full curriculum in ICT, geography and history. Provision for additional activities, including visits to places of interest, is satisfactory. Provision for pupils' care and welfare is good. The guidance given to pupils, including those with special educational needs, is satisfactory. Links with parents are satisfactory and with the community and other schools they are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The monitoring and evaluation of the school's performance is not rigorous enough to raise standards. The headteacher and senior staff have not taken firm enough action to raise standards since the last inspection. Subject leadership is improving but remains unsatisfactory overall. Governance is unsatisfactory and governors have failed to ensure that the curriculum in ICT, geography and history meet statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are satisfactory. However, some parents made a number of significant criticisms of the school when completing the pre-inspection questionnaire. Pupils' views about the school are generally positive.

IMPROVEMENTS NEEDED

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

- Improve teaching and learning to ensure that pupils at all levels of ability, including higher-attaining pupils, achieve as much as possible
- Improve assessment to ensure work is matched to the levels of pupils' different abilities and data from assessment is used in planning lessons

- Improve leadership and management by focusing clearly on improving teaching and raising standards

and, to meet statutory requirements:

- Ensure that the school meets the statutory requirements of the National Curriculum in ICT, geography and history

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, standards are at expected levels. They are at those levels in English, mathematics and science. However, in most other subjects inspected, standards are below expected levels. Standards in the Foundation Stage are at expected levels. Overall, pupils' achievement is unsatisfactory. It is good in Year 6, but unsatisfactory in Years 3-5.

Main strengths and weaknesses

- Standards in English, mathematics and science in Year 6 have improved and pupils in this class achieve well
- Pupils' achievement in English and science in Years 3-5 is unsatisfactory and their attainment in these subjects is below expected levels
- Achievement in ICT is unsatisfactory and standards are below expected levels at the end of Year 6

Commentary

Foundation Stage

1. Children start the nursery with levels of attainment that are expected for their age. They receive satisfactory teaching in the nursery and reception classes and start Year 1 with average levels of attainment in all areas of learning with the exception of writing where standards are below expected levels. Children receive satisfactory help from their teachers and teaching assistants who use a wide variety of materials and equipment to help children learn. This helps them make satisfactory progress in their learning.

Years 1 and 2

2. In the 2003 National Curriculum tests for pupils at the end of Year 2, standards in writing were well above average when compared with similar schools. Standards in reading and mathematics were average when compared with these same schools. The trend of improvement over the past five years is above the national trend and standards have improved during this period, particularly in writing and mathematics. Standards in science were average. The reason for improving standards is that although the teaching is satisfactory overall, it has good features that help pupils achieve satisfactorily. For example, pupils in Year 2 often receive good help from their teacher about how they can improve their work, and different work is often set for higher-attaining pupils that encourages them to think more deeply and achieve as much as they can. The following table shows the results from the 2003 tests in reading, writing and mathematics.

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

Standards in:	School results	National results
Reading	16.0 (16.7)	15.7 (15.8)
Writing	16.2 (15.8)	14.6 (14.4)
Mathematics	16.6 (16.7)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence confirms the findings of these tests overall. Standards in Year 2 in reading, mathematics and science are at expected levels. However, standards in writing are not as high as the national tests indicate. They are at expected levels rather than being well above average. Standards in problem solving in mathematics and investigative work in science are lowest because pupils are not given enough practice in these skills. Standards in ICT are below expected levels. Standards in geography are at expected levels in Year 2. Standards in ICT are below expected levels because the provision of computers is unsatisfactory.

Years 3-6

4. In the 2003 National Curriculum tests, standards in mathematics were average when compared with similar schools. Standards in English and science were well below average when compared with these same schools. When compared with all schools, standards in mathematics were below average, but those in English and science were in the bottom five per cent of schools nationally. The trend of improvement during the past five years is below the national trend, especially in English and science. The reason for the low results in English and science lies in the unsatisfactory quality of the teaching. During the past four years, the progress made by these pupils has been well below average. In addition, a few pupils in the Year 6 class in 2003 had social, emotional and behavioural difficulties. The school reports that these pupils regularly disrupted lessons and this slowed down the progress made by other pupils in this class. The assessment of pupils' progress is unsatisfactory and work is not planned well enough to match the abilities of pupils. In 2004, the school did not meet the targets that were agreed between the school and the local education authority.

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

Standards in:	School results	National results
English	23.8 (25.0)	26.8 (27.0)
Mathematics	24.8 (26.6)	26.8 (26.7)
Science	25.2 (25.8)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

5. Inspection evidence indicates that standards in English and science have improved in Year 6 since 2003. Standards in mathematics are similar to those reported for 2003. One of the reasons for this improvement is that there was a change of teacher in Year 6 during 2003-04. Through consistently good teaching in Year 6, standards in English and science have improved markedly in the Year 6 class this year and are now at the levels expected for pupils of this age. Standards in mathematics have remained at expected levels. Improvement such as this represents good achievement in these subjects by these pupils. However, standards in ICT are below expected levels. Achievement in ICT is unsatisfactory. Overall, teachers do not assess pupils' achievements well enough and do not plan work at the correct level for their abilities. Standards in Years 3-5 remain below expected levels in all the subjects inspected and the achievement of pupils in these classes is unsatisfactory. This is because teaching and learning in these classes is unsatisfactory overall and not good enough to raise standards significantly. Overall, pupils' achievement is unsatisfactory in Years 3-6.
6. The achievement of pupils who have special educational needs is satisfactory overall in reading, writing and mathematics. This is because these pupils receive good help in their learning from teaching assistants who help them understand clearly what they are expected to do. The programmes of work that are set by teachers to match the needs of pupils with special educational needs are good and these help them achieve well in reading, writing and mathematics. However, in many other subjects, the same tasks are set for these pupils as

they are for higher-attaining pupils. These are often too hard for them because they are not pitched at their levels. On these occasions, pupils with special educational needs do not make the progress they should. The achievement of pupils with English as an additional language is satisfactory. This is because they receive specialist help in their learning of English and they quickly pick up the language. Higher-attaining pupils do not make the progress they should. Work set for them is often too easy and they are not provided with enough work that encourages them to think and solve problems, for instance, in English, mathematics and science. Overall, boys do not achieve as well as girls in writing because the context of writing often does not appeal to them.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory. Pupils' personal development, including their spiritual, moral and social development is good. Their cultural development is satisfactory. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils from a wide range of backgrounds get on well together and form good relationships with each other
- Pupils' personal development is good overall
- Attendance and punctuality are good

Commentary

7. Nearly all pupils like school and enjoy the wide range of activities provided for them. Most pupils have positive attitudes to school. In most lessons, they try hard and are eager to do well. They are proud of their school and talk enthusiastically about their work and school life in general. The analysis of the pupils' pre-inspection questionnaire indicates that only two pupils disliked school whilst all parents said their children enjoyed school. However, a significant minority of pupils do not have positive attitudes to school. For example, in one class, they disrupt lessons and spoil the learning of others. Because of this, pupils' attitudes are judged satisfactory overall.
8. Behaviour is satisfactory overall. During breaks and when pupils move about the school, most pupils behave well. They follow school routines well and understand and respect school rules. However, both parents and pupils express concerns about the behaviour of some pupils in school. These concerns have some substance. During breaks, a few pupils, mostly boys, behave boisterously and are inclined to run around the playground without regard for other pupils. The school has recognised this problem and, in consultation with the school council, is planning to create zones in the play area based on various activities. No violent, aggressive or racist behaviour was evident during the inspection. Pupils and parents highlighted incidents of bullying. These mainly involved name-calling and all agreed that the school deals effectively and quickly with such incidents.
9. Behaviour in some lessons in Year 5 is unsatisfactory and is having a significant impact on standards. In the worst lesson seen, a significant group of pupils ignored the teacher's instructions and failed to take part in the lesson. They disrupted their learning and that of their classmates and, as a result, little learning occurred. Attitudes and behaviour are not as good as they were at the last inspection.
10. Relationships are good and contribute to a friendly and happy school. Nearly all pupils report that they have good and trusting relationships with staff. All pupils feel included in school life. Pupils form good friendships with each other irrespective of background, social circumstances or ability. When working in pairs or groups in lessons pupils, who come from a wide range of backgrounds and cultures, help each other well.

11. The school places a strong emphasis on developing pupils' moral and social skills and these aspects of their development are good. Most pupils know how to behave and school rules clearly set out the boundaries between right and wrong. During lunchtimes, pupils show good social skills and follow the routines well. The positive school ethos provides pupils with a good understanding of their responsibilities of living in a community. Most pupils are polite to visitors and ensure that the needs of guests are met. They share school equipment well. They take turns and show good social skills by helping each other and helping their teachers with routine activities, such as tidying up and storing resources. Pupils' spiritual development is good. Pupils are given good opportunities to reflect on some of the broader issues of life. For example, during assemblies, they thought about world peace and the effects conflict has on children. Further opportunities are provided in personal, social and health education lessons to consider such issues more deeply. Pupils' cultural development is satisfactory. Pupils learn about the practices and beliefs of others. However, they do not understand well enough the make up of multi-cultural British society. Overall, pupils' personal development is not as good as it was at the last inspection.
12. Attendance is above average. The school has effective systems for ensuring good attendance. Parents are aware that the school strongly disapproves of pupils being on holiday during term time. Absences are quickly followed up with telephone calls home and staff monitor longer-term absences regularly. Pupils enjoy and fully participate in the system for rewarding good attendance and are keen for their own class to have the best attendance record. During the last reporting year, the amount of unauthorised absence was above the national average. This was due, in part, to two pupils whose attendance was very poor. At the time of the inspection, the level of unauthorised absence had fallen considerably. Punctuality is good. Attendance and punctuality have improved since the last inspection.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.2
National data:	5.4

Unauthorised absence	
School data:	0.5
National data:	0.4

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

Exclusions

There were four fixed-term exclusions during the last year. Two boys were each excluded twice, one for bullying other pupils and the other for disruptive behaviour in class. The school, with the assistance of the local education authority, successfully worked closely with these pupils to deal with these issues.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background

No of pupils on roll
96
1

Number of fixed period exclusions	Number of permanent exclusions
2	0
0	0

Mixed – White and Black Caribbean	1	2	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	15	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	11	0	0
Black or Black British – African	38	0	0
Black or Black British – any other Black background	3	0	0
Chinese	2	0	0
Any other ethnic group	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is unsatisfactory. Teaching and learning are unsatisfactory. Assessment is unsatisfactory. The curriculum is unsatisfactory. The school provides a satisfactory range of additional activities for pupils. The care and welfare of pupils are good. The support and guidance provided for pupils are satisfactory. Links with parents are satisfactory and with other schools and the community they are good.

Teaching and learning

Overall, teaching and learning are unsatisfactory. Assessment is unsatisfactory.

Main strengths and weaknesses

- Teachers do not assess and plan work that is matched well enough to pupils' levels of ability, particularly for pupils of high ability
- Teachers do not hold high enough expectations of the standards pupils can achieve
- Pupils are not provided with enough opportunities to solve problems and carry out their own investigations, especially in mathematics and science
- In most classes, behaviour is managed well. However, this is not the case in one class, where a significant minority of pupils disrupts the learning of others
- Relationships are good and this encourages pupils to contribute eagerly to lessons

Commentary

13. Overall, teaching and learning are unsatisfactory. In the Foundation Stage and in Years 1 and 2, they are satisfactory and regularly have good features. In Year 6, they are consistently good. However, in Years 3-5, during the inspection, teaching and learning were unsatisfactory in approximately one quarter of lessons. In the school as a whole, thirteen per cent of the teaching was judged unsatisfactory or poor. This is the reason why the teaching and learning are judged unsatisfactory overall and why many pupils are not achieving as much as they should. Overall, teaching and learning have declined significantly since the last inspection. The following table shows how lessons were judged during the inspection.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0 %)	0 (0%)	13 (42%)	14 (45%)	3 (10%)	1 (3%)	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.

14. Teachers do not assess and mark pupils' work well enough. With the exception of work in Years 2 and 6, teachers often tick pupils' work to encourage them, but do not indicate to pupils how they might improve. This results in standards of work deteriorating and pupils not making the progress of which they are capable. Teachers do not assess pupils' work well enough. Assessment of work is often of a general nature and indicated by ticks. It does not include an evaluation of what pupils can and cannot do. Because teachers do not assess pupils' attainment well enough, they do not plan work for them at the correct levels for their abilities. For example, the same work is planned for pupils of all levels of ability in science, geography and history. It is often too easy for higher-attaining pupils, including the gifted and talented, and too hard for lower-attaining pupils, including those with special educational needs. A further significant weakness in the teaching is that teachers do not expect enough of pupils' work. Pupils are often set time-consuming tasks at an easy level because teachers do not think they can achieve higher standards in their work.
15. Pupils are not provided with enough opportunities to solve problems and carry out investigations, especially in mathematics and science. For example, standards in science, especially in Years 3-5 are lower than they should be because pupils do not carry out investigations regularly and do not record their findings logically in a scientific way. They are not set enough problems that cause them to think and they do not apply their knowledge to problems that require solutions. These weaknesses mean that pupils do not learn as fast as they should and standards in science are lower than they should, especially in Years 3-5.
16. Overall, the management of pupils' behaviour is satisfactory. In most classes, behaviour is managed well and pupils respond eagerly to their teachers. For example, in a Year 2 science lesson, pupils were keen to carry out exercises to illustrate how much their hearts work during exercise. They listened intently and behaved very well as their teacher expected them to carry out their exercises quickly and quietly. However, in one class, behaviour is not managed well and a significant group of immature pupils call out and disrupt the learning of their classmates. The teacher does not correct these disruptions well enough and pupils in this class are not learning as much as they should.
17. Relationships are good in most classes. Most pupils respond well to their teachers and other adults and this helps them learn. For example, in Year 1, excellent relationships ensure that pupils respond very well to their teacher. During the inspection, these pupils answered questions eagerly and courteously about how much they have changed since they were babies.
18. The teaching of pupils who have special educational needs is satisfactory overall. Their individual learning plans clearly identify their needs. However, teachers set more general targets for these pupils in reading, writing and mathematics. These do not always link to the targets in their individual plans and sometimes confuse these pupils. Nevertheless, teachers and teaching assistants know the targets set in their individual plans and help them to achieve them effectively in small group work in literacy and numeracy lessons. However, in other subjects, work set for pupils with special educational needs is too hard for them. It is often the same that is set for other pupils. On these occasions, these pupils do not make the progress they should.
19. The teaching of pupils with English as an additional language is satisfactory. In the nursery, staff create a welcoming environment for these children by talking frequently to them as they come in to make them feel more at home. This encourages these pupils to reply when they are spoken to. During lessons, these pupils receive good help in small groups and this again

encourages them to listen to what is being said and to respond to adults. On a day-to-day basis, staff exchange useful information about the achievement of pupils with English as an additional language which helps them to meet adequately their individual language needs.

The curriculum

The curriculum is unsatisfactory. The school provides a satisfactory range of additional activities for pupils. Staffing is satisfactory. Accommodation and resources are unsatisfactory overall.

Main strengths and weaknesses

- The school does not teach the National Curriculum in full in ICT, geography and history
- Provision in personal, social and health education is good

Commentary

20. The curriculum includes all subjects of the National Curriculum. However, it does not meet statutory requirements in that aspects of ICT, geography and history are not taught in full. This is because too much time is allocated to literacy at the expense of these subjects. The school has not yet looked to see how aspects of literacy can be taught in other subjects. This could free up time for teaching the subjects that are not being taught in full. Sex and relationships education and drugs education are taught well. The curriculum for the Foundation Stage is satisfactory.
21. National guidance is followed in curriculum planning throughout the school. Planning is satisfactory in English and mathematics as the national strategies for these subjects are followed well. National guidance is followed well in the Foundation Stage and in most other subjects. However, it is not followed well enough in ICT, geography and history and pupils do not make the progress they should in these subjects. Planning in music, physical education and personal, social and health education follows commercial schemes and is satisfactory. The school provides all the nationally recommended programmes to help pupils, particularly lower-attaining pupils, achieve higher standards in English and mathematics. Good provision is made for pupils who do not have positive attitudes to their work. They are supported effectively through the work of two learning mentors. Pupils who display behavioural difficulties are identified by teachers and referred to the learning mentors. Following classroom observations by the learning mentors, a programme of one-to-one sessions is held with the aim of raising the self-esteem of these pupils and helping them to manage their feelings better. This strategy is making a good contribution to the teaching and learning of these pupils.
22. Provision for pupils with special educational needs is satisfactory overall. The needs of these pupils are identified as soon as they become apparent and suitable programmes of work are planned for them to meet their needs. They receive good help from their teachers and teaching assistants who help them meet the learning targets that have been set for them in their plans. A number of pupils have short sessions with learning mentors. During these individual sessions pupils receive good help to try and improve their attitudes and learning when they are in their classes. However, there is some confusion in the school about the targets that are set for these pupils. The targets established in their individual programmes of work do not always link closely enough to other targets in literacy and numeracy that have been set for them by their teachers. Provision for higher-attaining pupils, including the gifted and talented, is unsatisfactory. These pupils are often set work that is too easy for them. They are not encouraged enough to think and solve problems, especially in mathematics and science.
23. Provision for pupils at an early stage of learning English is satisfactory. The language needs of these pupils are identified early and they are receive satisfactory help within class. The support provided, often in the form of small group work and additional opportunities for speaking and listening, is useful in helping pupils with English as an additional language to

access the curriculum at their level. However, records of the progress being made by these pupils are not reviewed often enough. This means that teachers do not have a clear view of the progress these pupils are making towards the different stages of learning English.

24. Provision for extra-curricular activities, including visits to places of interest, is satisfactory. These opportunities help to extend and enrich the curriculum. All classes go on visits. For example, reception children visit a farm and the oldest pupils go camping and have an opportunity to take part in a residential trip. Pupils visit different places of worship and these visits help to develop their understanding of different cultures and practices. Other extra activities are provided, such as games and sporting activities. Lessons are also supplemented by visits from theatre groups and musicians.
25. There is a satisfactory number of teachers and teaching assistants in the school. Most staff are suitably qualified for their roles and most teachers have a satisfactory command of their subjects. Although fully staffed at the time of the inspection, the school has had difficulties over the years in recruiting and retaining staff. This has meant that not enough expertise has been available to lead some subjects of the curriculum and standards in these subjects have suffered as a result. At present, there is a lack of expertise in leading some areas of the curriculum, most notably in literacy. Some subject co-ordinators are new to their roles, for example, in science, numeracy, geography and history and have not had time to make their mark in the subjects they are leading. Staff have recently received training to prepare them suitably for their roles as subject co-ordinators. Foundation Stage staff have not had enough training in the use of the Foundation Stage Profile to help improve children's achievements in line with the expected goals for children of this age.
26. Accommodation and resources are unsatisfactory overall. This is because the accommodation for ICT is unsatisfactory and is not big enough to allow pupils access to computers to follow up what is being taught in ICT lessons. Overall, there are enough computers in school with the ratio of computers to pupils being at the national average. However, these are currently located in classes around the school. This promotes the use of ICT in other subjects well, but as yet, the school is unable to teach ICT satisfactorily because pupils do not have access to enough computers to consolidate their learning during lessons. The school plans to purchase some laptop computers in the future and this should improve provision considerably. The accommodation for the library is adequate but books are not attractively presented to encourage pupils to pick them up and carry out independent research work. Most books in the library are about science, geography, history and religious education. There are not enough books on other subjects. There are new attractive playground markings to stimulate games, although staff have not yet been trained in their use. Playground climbing equipment provided by parents is of good quality and well used. Pupils do not have access to a field for sports and games. The newly established wild life area provides a wealth of opportunities for pupils to learn. The outdoor provision for Foundation Stage children is good and includes play areas that are well-equipped to promote all areas of learning.

Care, guidance and support

The care and welfare of pupils are good. Procedures for health and safety are good. The support and guidance pupils receive are satisfactory. The extent to which the school involves pupils in its work is good.

Main strengths and weaknesses

- There are effective systems and procedures to ensure that pupils work and play in a safe environment
- Pupils with special educational needs receive good guidance
- The setting of targets is not being used well enough to support and guide pupils
- Pupils' views are actively sought and acted upon

Commentary

27. The school provides a safe, secure and caring environment for pupils. Good attention is paid to pupils' welfare. Regular health and safety checks are carried out and appropriate action taken to eliminate any potential risks. Several staff have received training in paediatric first aid and an adequate number of staff are on duty to deal with any bumps and bruises that may occur around school. Pupils' medical needs are well known to staff. For example, the staff are aware of pupils who have food allergies. Child protection procedures are good and are carefully followed. Staff receive regular training in child protection.
28. The support and guidance given to pupils is unsatisfactory overall. Pupils' performance in English and mathematics is assessed and recorded systematically, although the outcomes of this are not interpreted and used effectively to help pupils improve. The school then uses this information to set learning targets for pupils but these are not always pitched at the correct levels of pupils' attainment. This year, class teachers are rightly becoming involved in setting learning targets for pupils under the newly established 'target conferences'. However, once learning targets have been set, the school does not check teachers' plans to ensure that the teaching helps pupils to reach their targets. In fact, in some instances, pupils do not know the targets that have been set for them. The link between targets and teaching is unsatisfactory and many pupils do not make the progress they should as a result. The school identifies well the needs of pupils who have special educational needs. Suitable individual programmes of work are planned for these pupils and they are helped to achieve them well by their teachers and teaching assistants. These individual plans are reviewed regularly and further programmes of work are planned to help them improve further. In the nursery, children's achievements are recorded in informal notes and later transferred to the children's records. However, this information is not used well enough to plan and adjust the next stages of the children's work. The records kept on the progress made by pupils who have English as an additional language are not analysed to give teachers a clear view of the level of progress children are making towards the different stages of learning English, and how their progress compares with other children.
29. The school council is an effective forum for the school to learn about pupils' views. Some improvements to the running of the school have been made as a result of the views expressed by pupils. For example, improvements have been made to the toilets and playground equipment. Currently, the school council is considering the issue of playground behaviour. Members of the council interviewed during the inspection spoke with maturity and said they enjoyed their responsibilities and valued their role in the school.

Partnership with parents, other schools and the community

Links between the school and parents are satisfactory. Links with other schools, colleges and the community are good.

Main strengths and weaknesses

- Most parents express positive views about the school
- The school should do more to increase parents' knowledge and understanding about teaching
- Links with other schools and colleges make a good contribution to learning

Commentary

30. Most parents express satisfaction with nearly all aspects of the school's work. Inspection evidence supports parents' positive views of the school. A small, but significant minority of parents, highlight concerns about the leadership of the school. They are reluctant to approach the school with problems and are not satisfied with the quality of the information they receive

about their children's progress. Judgements made by the inspection team support parents' worries about the leadership of the school.

31. Parents' views are sought annually as part of the school development planning process and the school takes them seriously. Responses in the pre-inspection questionnaire and comments made during the parents' meeting suggest that a minority of parents are unaware of these activities. Overall, links with parents are not as strong as they were at the last inspection. The school has not explored fully why this is so.
32. Most pupils join the school in the nursery class. Induction procedures for these pupils are good. Staff form close working relationships with parents who are actively encouraged to raise any issues or concerns they may have about their children. Pupils who join the school later also enjoy good induction procedures. Another pupil, known as a 'buddy', is linked to them and helps them understand school routines. Responses in the parents' questionnaire show that parents consider this to be a strength of the school.
33. The school has established effective links with the local community and pupils benefit from a range of visits to places of interest as well a range of visitors to the school. Links with other schools are also good. Pupils benefit from a borough-wide initiative to ensure that parents and schools work together with programmed visits to secondary schools at the start of Year 6. The school makes good use of the expertise available from the local education authority to support pupils with behavioural difficulties.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory. The leadership and management of the headteacher and of subjects are unsatisfactory. Governance is unsatisfactory. Governors do not fulfil their statutory responsibilities in ICT, geography and history.

Main strengths and weaknesses

- The headteacher and subject co-ordinators have too little impact on raising standards
- There are weaknesses in the way the school plans for the future and in how it checks up on the success of past initiatives
- Governors have failed to ensure that the school fulfils curriculum requirements

Commentary

34. Systems for improving teaching and raising standards are undermined by weaknesses in important aspects of leadership and management. Leadership has not been successful enough in tackling weaknesses noted in the last inspection. Weaknesses still remain with the teaching of literacy and, although the school now analyses test data more closely, this is still not leading to improvement because the outcomes of these analyses are not being used in planning lessons. Testing is used to assess pupils and to set achievement targets for the end of Year 6. However, these targets are not challenging enough and indicate that the school expects no more than mediocre improvement from pupils. The school's expectations of pupils' performance are not high enough. The use of assessment remains a key weakness in the school as it was at the last inspection.
35. The headteacher's caring attitude can be seen in the support he gives to staff. As a result, after a period a high turnover, staff are now settled and teamwork is strong. At present though, this is not built on well enough. This attitude of care results in the headteacher not delegating responsibilities sufficiently to staff. There is an imbalance between meeting the needs of staff and school improvement. For example, the headteacher acts as the leader for all teaching and non-teaching staff performance reviews. Staff negotiate their individual targets with the headteacher, which, although some refer to school priorities, do not link purposefully enough with the school development plan. This undermines the impact of performance management as a driving force for school improvement.

36. There are weaknesses in how the school plans for the future. The headteacher asks a range of people what they think should be the school's priorities for the future. The views of parents, pupils, governors, teaching and non-teaching staff are all sought. While this ensures all these people feel valued, it results in too many initiatives being identified and reduces the usefulness of the school development plan. Senior management and governors do not sift through the extensive list of suggestions resulting from these consultations. As a result, the plan lacks focus and does not act as a means of school improvement. In addition, future priorities are not backed up by plans that detail actions required to meet them. For example, school leaders rightly talk of the key aim of improving writing. However, actions to tackle this do not tackle the important issue of how to raise standards. They fail to identify exactly how priorities will be taken forward, what resources are required, including training and, crucially, how success will be measured. This makes it difficult for governors and the school to assess the progress being made and the success achieved. In addition, the subject co-ordinators' plans for improvement include actions that, in some instances, are different from those in the whole school plan. This makes it very difficult to use the plan effectively to raise standards. Overall, school data and the performance of pupils are not used rigorously enough when establishing priorities for improvement.
37. Overall, too little is done to ensure that past initiatives are completed and that their impact on learning is evaluated. Several priorities in the current development plan have been carried over from the previous year. This indicates that key weaknesses remain over time. For example, improvements were to have been made to marking during the past year but inspection findings indicate that this remains a weakness. Discussions with staff indicate that this priority has not been implemented well enough nor has its effect on pupils' learning been sufficiently checked.
38. Subject co-ordinators, especially those for English and mathematics, are given time to carry out their management responsibilities. However, some subject co-ordinators are new to their responsibilities and do not feel confident in carrying out effectively their monitoring and evaluation roles. Observing teaching, monitoring planning and analysing data are carried out but are not linked sufficiently to the school development plan. As a result, the work of subject co-ordinators is not being successful in raising standards in their subjects.
39. The headteacher, senior staff and subject co-ordinators regularly observe teaching but this is not leading to improvements because of weaknesses in the way it is carried out. Observations are too general and are not focussed on particular aspects of teaching. Although detailed observations describe what teachers do, they do not describe what effect teaching has on how well pupils learn. Progress for example may be described as 'being made' and attainment as 'appropriate', but these give few insights into what works and what needs improving. In general, observations paint too positive a picture of the quality of teaching. Targets for improvement are set but are not always central to learning. However, most importantly targets are not followed up in future observations and too little is done to see that improvements are made. This is not helped by the irregular pattern of observations. It is not uncommon for a teacher to be observed by several different members of staff in a short period of time while other teachers receive few observations.
40. Leadership and management of English as an additional language are unsatisfactory. Staffing difficulties have meant that the headteacher has taken responsibility for leading and managing this provision. However, the role and responsibilities involved in leading this provision have not been thought through well enough. Records of pupils' progress are not kept well enough for the school to judge how well pupils with English as an additional language are achieving. For example, test results of pupils with English as an additional language are not kept so the school does not know how well it provides for these pupils. There is no plan that indicates that improvements in this area are being made. Overall, the funds made available for these pupils are used satisfactorily. Additional teaching assistants have been employed and they provide good help for these pupils.

41. Governors are very supportive of the school. They understand the difficulties the school faced during the period of significant staff change. They visit the school regularly and ask questions of the school about its work. However, they have not done enough to identify the reasons for the decline in standards since the last inspection. Governors have not kept a close enough eye on the curriculum. They have not identified that it does not meet statutory requirements in a number of subjects. They have relied too heavily on information presented to them from the headteacher. Because of this, governance is unsatisfactory.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	732,158	Balance from previous year	16,577
Total expenditure	745,944	Balance carried forward to the next	2,791
Expenditure per pupil	3,044		

42. The school receives average funding that it does not use well enough to raise standards. The school's carry forward into the next financial year is low. The day-to-day management of the school's finances is efficient and the school works well with the local education authority in this area. Governors do not always apply the principles of best value when purchasing goods and services. They do not judge the impact of their spending decisions well enough. For example, the decision to equip a large cupboard into a mini-ICT suite was poor. Without sufficient ventilation and natural light, this provides unsatisfactory accommodation for pupils. This large cupboard is not big enough to enable teachers to teach computer skills well to their pupils. Overall, governors have not made the link effectively between spending and standards of achievement. As a result, the school provides unsatisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory overall. Most children spend up to five terms in the nursery class before transferring to the reception class, but the youngest children, who have been admitted at the beginning of the summer term, only spend one term in the reception class before they start in Year 1. These children are at a disadvantage, as they have not been taught the full range of the Foundation Stage curriculum before they start in Year 1. As a result, their achievement in the areas of learning they have missed is lower than it should be and below that of many other children.

Standards on entry to the nursery are at expected levels for the children's ages. Teaching and learning in both the nursery and reception classes are satisfactory overall. However, a weakness in the teaching is that the assessment of children's achievements and the recording system used are unsatisfactory. Teachers and teaching assistants keep many records of the children's progress, but this information is not collected in a systematic way so that it can be used to see how well children are achieving in their work. Pupils start Year 1 at the levels expected for their age in most areas of learning, except in writing, where standards are below those levels. Standards are similar to those reported at the last inspection.

The curriculum is planned satisfactorily following national guidance. It provides children with a good range of interesting activities. Classroom accommodation is satisfactory and classrooms are well organised. Outside facilities are good and provide children with good access to a safe and secure outdoor area. Resources for both indoor and outdoor activities are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are provided with a wide range of interesting activities that promote effectively their personal and social development
- Teachers expect pupils to develop well in this area. Pupils respond positively to this. They behave well and become engrossed in activities

Commentary

43. Children start school with average standards in this area. Teaching and learning are satisfactory overall. They are good in the reception class and satisfactory in the nursery class. Most children achieve satisfactorily and reach the expected standards in their personal, social and emotional development by the end of the reception year. Children settle quickly in the nursery. Older children help new children to settle and get used to class routines. Teachers and teaching assistants plan a wide range of activities that encourage children to co-operate and work with others. For example, during their 'fruit and snack time', they show good social skills as they take turns and share their snacks. They also take turns in washing their beakers after using them.
44. In the reception class, in particular, children respond well to the high expectations that are set by staff. They show a keen interest in what they are doing and are enthusiastic in their learning. In whole class sessions, children listen attentively and show good levels of concentration as they become absorbed in their activities. For example, during the inspection, a number of children were seen working on their own on the computer, without needing much

adult support. Children form good relationships with adults and work well with others and behave well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are provided with good opportunities to listen to stories and to act out the main events of stories. However, they do not have enough opportunities for practising their spoken language
- The teaching of reading is good in the reception class and children achieve well as a result. However, in the nursery, parents are not involved enough in their children's reading
- Standards in writing are below expected levels because the teaching is not as good as it should be

Commentary

45. Achievement is satisfactory overall in this area. Most children enter the nursery class at the levels expected for their age. Teaching and learning are satisfactory overall. Most children start Year 1 at the standards expected for their age in most aspects of this area, except in writing. Children are provided with good opportunities to listen to stories and to take part in role-play. They enjoy listening to stories and remember the main characters. Higher-attaining children, in particular, re-tell familiar stories in their correct sequence. In their role-play, children in the nursery showed a good level of confidence in acting out the story of 'Mr. Gumpy and the boat'. However, not enough opportunities are provided for children to tell others what they have been doing and this slows down the progress they make in speaking and listening. Children who are at the early stages of learning English receive good encouragement in taking part in small group activities and are gaining good confidence in talking as a result. Children with special educational needs are given good individual help that is closely linked to their needs.
46. Children take their reading books home to read with their parents. In the reception class, reading diaries have been recently introduced and parents and teachers exchange useful comments that help children to learn well. However, in the nursery, parents and teachers do not exchange comments about reading in the same way and children do not achieve as well as a result. Good reading records are kept in the reception class and these provide Year 1 staff with useful information on children's progress. Staff in the reception class regularly encourage children to learn commonly used words and they help them by using different clues to guess new words. This helps children in reading small sentences. By the end of the year, most children read simple sentences, and recognise the initial and final sounds in words. However, standards in reading are higher than they are in writing. This is because this aspect of learning is not taught in the same systematic way as reading. Handwriting skills are not taught regularly enough and many opportunities are missed for pupils to write their names, captions on their work and simple sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan a good range of activities and use resources well to support children's understanding
- Teachers do not record children's progress well enough in order to plan lessons at their different abilities. This slows down the progress pupils make

Commentary

47. Children start in the nursery with standards that are expected for children of this age. By the time they leave the reception class, they have achieved satisfactorily and reached the standards expected for their age. By the end of the reception class, most children recognise, record and know the value of numbers up to 10. They understand how to add and subtract. Higher-attaining children are beginning to solve simple problems.
48. Teaching and learning are satisfactory overall. Throughout mathematical activities, children receive good help from their teachers and teaching assistants. Teachers provide children with many good opportunities to count, sort and compare objects. They use shapes for printing and making patterns and learn to compare them with similar shapes in real objects in the classroom. Children's responses are recorded as small notes, which are later transferred into their individual records. However, there are no clear group or class records that indicate how children of different ages and abilities are progressing, and where they need to learn next. Over the longer-term, this slows down the achievement of children because teachers do not always pitch activities and learning at the correct level for pupils' abilities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide children with a good range of activities that helps them learn much about the world around them

Commentary

49. The achievement of children is satisfactory in this area. Children start nursery and leave the reception class with standards in this area that are at expected levels. Teaching and learning are satisfactory. In science, children are taught satisfactorily about some of the properties of wet and dry sand and learn the different smells made by the herbs in the herb garden. When using computers, children are taught satisfactorily to control the mouse and are learning how to use a keyboard. In the reception class, children are taught about the different colour and texture of human hair. In the reception class, children are taught the importance of religion and culture in their lives and are helped to understand and respect what different people believe and their ways of life.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers provide children with a good range of activities to help them develop their physical control
- Children's manipulative skills, such as those used with pencils and crayons, are not as well developed as their skills used in play activities because not enough opportunities are provided for them in this area

Commentary

50. Standards on entry to the nursery are at the levels expected. Children's achievement is satisfactory because the teaching and learning are satisfactory. Most children in the reception

class are likely to meet the expected standards by the end of the year. Children are taught satisfactorily and develop satisfactorily their skills of running, jumping, throwing and catching. They played with balls, bean bags, hoops and skipping ropes to practise different types of movements. In the outside area, children select and use large wheeled toys as well as the climbing and balancing equipment. In class, children develop their manipulative skills satisfactorily by handling dough, pastry cutters, scissors and glue sticks. They are learning to use simple tools safely. Teachers provide pupils with good opportunities to build with small building bricks and to use larger construction kits. However, not enough opportunities are provided for children to handle pencils and crayons correctly and this slows down their achievement in writing.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Teachers provide good opportunities for role-play to develop children's imagination

Commentary

51. The achievement of children is satisfactory in this area. Teaching and learning are satisfactory and standards are at expected levels for the pupils' ages. Good opportunities are provided for role-play and this helps children to develop well their imaginations and use of language. There are satisfactory opportunities for children to dress up and rehearse different roles, often of characters in the stories they have had read to them. Children are provided with satisfactory opportunities to draw, paint, print, cut and paste. They mix colours and describe in simple terms the changes that occur when doing so. Children frequently sing songs and rhymes and enjoy singing and listening to music. They are provided with satisfactory opportunities to use a variety of instruments, and to invent their own compositions.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Leadership and management are unsatisfactory. Past deficiencies have not been tackled well enough and plans for the future are ill defined
- Teaching and learning are unsatisfactory. Teaching does not help pupils to achieve what they are capable of
- Despite the good quality of teaching in Year 6, pupils do not achieve what they are capable of, especially in writing

Commentary

52. As a result of unsatisfactory leadership, provision in English has declined since the last inspection. Leadership and management of the subject are unsatisfactory. In spite of carrying out much monitoring, evaluations made of teaching have not identified clearly enough what to do to raise standards. This was a weakness that was also identified at the last inspection. Monitoring has been ineffective in improving teaching; it has been superficial and not linked closely enough to improving learning. Targets identified for improvement as a result of monitoring have not been followed through. Plans for the future developments in English are not well thought out. For example, targets for raising standards are not ambitious enough. In fact, the targets for improvement set by governors have been adjusted downwards by the

management of the school and these lower targets are being used by the staff to guide their teaching. Future plans do not describe how provision will change in enough detail, and, crucially, fail to identify clear criteria for success. In addition, too little has been done to assess the impact of past actions. For example, despite recently revised procedures for setting targets, weaknesses remain in target setting since the last inspection because too little has been done to see how well teachers use these targets when planning lessons. In addition, some pupils do not always understand their targets. For example, in Year 4, few pupils understood what a complex sentence was despite it being one of their key targets for improvement.

53. Teaching and learning are unsatisfactory. This is a decline since the last inspection. There is too much unsatisfactory teaching in Years 3 to 5. With the exception of Year 6, there is too little good teaching throughout the school to raise standards. Opportunities are missed to use the learning targets that have been set for pupils. These targets are not being used to help pupils improve in their work. The exceptions to this are the reading targets that have been set for pupils in Year 6. In this class, thoughtful planning indicates how the targets will be taught. The marking of pupils' work in Year 6 pinpoints pupils' weaknesses and helps them to see what they need to do next to improve. However, this is not the case in other classes. Marking elsewhere, especially in Year 5, is too accepting of shoddy work and does not identify what pupils need to do next to improve.
54. Overall, the achievement of pupils in English is unsatisfactory. This is because of weaknesses in the teaching, especially in Years 3-5. Achievement in speaking and listening is satisfactory and pupils reach average standards at the end of Years 2 and 6. Good opportunities are provided for pupils to answer questions at length and develop their speaking skills. This is because most teachers manage pupils' behaviour well and pupils respond positively to this and are keen to take part in lessons. Occasionally, pupils with special educational needs or who speak English as an additional language do not take enough part in class discussions and, as a result, they do not achieve as much as they are capable of. Part of the reason for this is that teaching assistants are sometimes overly concerned with ensuring pupils behave well and do not do enough to help these pupils understand what the teacher is saying or to answer questions.
55. The achievement of pupils in reading is unsatisfactory overall. In Years 1 and 2 the emphasis teachers put on teaching reading to groups of pupils works well, so that by the end of Year 2 many achieve satisfactorily and reach average standards. They are reasonably fluent readers and talk with confidence about what they have read. Pupils' achievement in reading is more variable through Years 3 to 5, where some teaching is unsatisfactory. For example, in Year 3, the teacher taught well one group of pupils but the rest of the class did not receive any guidance from their teacher and their achievement was unsatisfactory. Many of them chatted to each other or swapped their books on a number of occasions and so achieved little. Pupils with special educational needs and those who speak English as an additional language receive good help in their reading from teaching assistants and, because of this, their achievement is satisfactory. Pupils achieve well in their reading in Year 6 and make up on the ground they have lost during the previous years. By the end of Year 6, pupils attain average standards in reading. However, too little use is made of the library resulting in pupils' research skills being below average.
56. Pupils' achievement in writing is unsatisfactory because of the variable quality of teaching. In Years 1 and 2, it is satisfactory, but in Years 3-5 it is often unsatisfactory. Teaching in Year 5 is weak. In this class, too little is expected of pupils in terms of behaviour and the work they produce. Much of what pupils have done to date is unfinished, scruffily written and mundane. Boys do not achieve as well as girls in writing. Throughout the school, the emphasis given to developing pupils' spelling, handwriting and punctuation ensures that they achieve satisfactorily in acquiring these skills. However, it is only in Year 6 where skilled teaching encourages pupils to achieve well in writing. This does not make up for past shortcomings, so that by the time

pupils leave the school, many have not achieved what they are capable of in writing and too few reach higher levels of attainment. The reasons for this:

- Teachers do not make the most of good quality texts, especially texts that are of interest to boys, to help pupils see how an author crafts his/her writing. At its worst, pupils complete exercises, which, although helping them understand aspects of grammar and punctuation, do little to help pupils understand some of the structures of writing. On the whole, too little is done to use good quality fiction to illustrate good quality writing. Where teachers do attempt to use the writing of others to help pupils, it is not done well. For example, in Year 2, the teacher used the story of the 'Magic Key' as a stimulus for writing. However, teaching was limited to retelling the story and too little was made of what worked well or did not work in the story. As a result, many pupils simply retold what they could remember of the story.
- The way the curriculum is organised in Years 1 and 2 hinders achievement. In both of these classes, lessons follow a set pattern. In the first half of the lesson, the whole class works together and, in the second half, they work in groups. Teaching assistants often work with lower-attaining pupils and these pupils make reasonable progress because of the help they receive. Often the teacher teaches reading to a group whilst other pupils are writing. This helps pupils in their reading, but not those who are writing as they are left to their own devices. These pupils often work hard but do not produce work which builds well enough on the earlier part of the lesson. In addition, the group that is receiving extra reading does not follow up on the opening of the lesson until a future lesson, by which time the impact of the class teaching has diminished significantly.

57. These weaknesses in the teaching of writing are replicated in other classes and can be contrasted with the thoughtful nature of teaching in Year 6. For example, after discussing how an author attracts the reader's attention in the opening of a story, the teacher sets about acting as an author herself and wrote her own opening of a story in front of the class. Thinking out loud she made 'visible' the choices a writer faces and, crucially, how they bear the needs of a reader in mind. As a result of this entertaining and perceptive performance, pupils were raring to have a go themselves and, in a short space of time, produced imaginative and well-crafted first drafts of their own. By the end of Year 6, standards in writing are at expected levels because of the good teaching in Year 6. However, they are lower than they were at the last inspection because teaching overall is not as good as it was then.

Language and literacy across the curriculum

58. The use of literacy across the curriculum is unsatisfactory overall. The school has given some thought to developing writing through other subjects but the quality of what pupils write in other subjects is below what they are capable of. Not enough attention is paid to writing well in science lessons. In other subjects, such as geography and history, there are few opportunities for the pupils to write imaginatively and to write from the perspective of people from the past or from other cultures. The limited opportunities for personal research restricts the use of reading, and, for older pupils, of note taking, to aid their study skills. Too little use is made of computers in drafting and editing pupils' writing.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Most pupils work well in lessons because teachers provide interesting activities for them
- Pupils' work is not assessed well enough to enable teachers to set tasks at the correct level for their abilities, especially for higher-attaining pupils
- Standards in solving mathematical problems are lower than they should be

Commentary

59. Inspection findings indicate that pupils' achievement is satisfactory and standards in mathematics are at nationally expected levels at the end of Years 2 and 6. However, higher-attaining pupils do not achieve as well as they should in both these year groups. Pupils' work indicates that by Year 2, pupils develop a good understanding of addition and subtraction, and use different methods of calculation to solve simple problems. They have a satisfactory understanding of multiplication tables. In Year 5, pupils have difficulty in understanding the different methods of short division that were being taught, and their recording was below expected levels. By Year 6, pupils have a sound understanding of numbers and multiply and divide numbers by 10, 100 and 1000. They use this knowledge to solve problems involving conversions in the metric system, although some pupils find this difficult. They plot and interpret graphs. However, pupils' ability to solve problems and to use their initiative in learning are below expected levels because they do not have enough opportunities to carry out these activities. This slows down the progress pupils make, especially higher-attaining pupils.
60. Pupils with special educational needs make satisfactory progress in achieving the learning targets that have been set in their individual education plans. Pupils learning English as an additional language also make satisfactory progress in their work. Lower-attaining pupils are encouraged and supported well by teaching assistant in lessons. Teachers have a good knowledge of the individual needs of these pupils and they share their planning and assessments with their teaching assistants. This helps these pupils learn.
61. With the exception of Year 5, teaching and learning are satisfactory overall. During the inspection, a number of strengths were noted in the teaching. Most teachers use a good range of activities to promote good behaviour and responsible attitudes from pupils. Most pupils respond well to this and are generally well behaved. They enjoy the challenges that are presented to them in the tasks that are set. They work on their own and with others satisfactorily. Where teaching is good, for example in Year 6, teachers focus on the learning objectives for lessons. They ask pupils searching questions to check their understanding and see if they are having any difficulties, and they adapt their teaching styles to meet the pupils' needs. Teachers' subject knowledge is satisfactory overall. Teachers help pupils well in understanding the problems they are set.
62. In some lessons, the introduction to lessons was too long and this did not give pupils enough chance to complete their tasks and show what they know and understand. In Year 5, pupils do not make the progress they should because the teaching is frequently unsatisfactory. In this class, pupils' behaviour is unsatisfactory because the teacher does not manage their behaviour well enough. A general weakness in the teaching is that pupils' work is not assessed well enough and tasks are not always set at the correct levels for pupils' abilities. This is especially the case for higher-attaining pupils, including the gifted and talented. Consequently, these pupils do not always make as much progress as they should.
63. Leadership and management of mathematics are satisfactory overall. Teachers' planning is monitored well and pupils' work is analysed to look for strengths and weaknesses in learning. The school effectively identifies pupils who need extra tuition in order to achieve higher standards. The school has recently introduced meetings between class teachers and senior staff in order to set learning targets for pupils. However, these targets are not sufficiently challenging and have limited value for the pupils. This is mainly because the targets set are not sufficiently grounded on rigorous teacher assessment of pupils' achievements. The training needs of staff have been identified and substantial training has been provided in the implementation of the National Numeracy Strategy. This has helped to achieve more consistency in teaching across the school. The plan for improvement in mathematics identifies appropriately the weaker areas that need improvement. Resources are satisfactory and are used well by teachers to help pupils understand new ideas. However, pupils are not very confident in using resources for their independent work. Homework is used satisfactorily to consolidate learning. However, overall, improvement since the last inspection is

unsatisfactory. Standards have declined in spite of the improved test results in 2004 and the quality of teaching is not as good as it was.

Mathematics across the curriculum

64. Mathematics is used across the curriculum satisfactorily. For example, pupils use mathematics in science. Computers are used to help teach pupils about symmetry and pattern. Teachers are becoming confident in using interactive whiteboards to help them teach and to aid pupils' understanding. Good examples of this were seen in Year 6, where the teacher made good use of the computerised whiteboard to help pupils understand the position of negative numbers on the four quadrants of co-ordinates. Pupils in the younger age groups make satisfactory use of mathematics in day-to-day activities, such as in counting, sorting and comparing the size of numbers in everyday situations.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Teaching and learning are unsatisfactory. Activities are not matched satisfactorily to the abilities of higher and lower-attaining pupils
- Not enough opportunities are provided for pupils to act like scientists and carry out their own investigations
- The school has not taken firm enough steps to raise standards in science
- Standards in Year 6 have improved significantly during the past year after a period of significant decline and are now at expected levels. However achievement overall is unsatisfactory, especially of boys

Commentary

65. Inspection evidence indicates that standards at the end of Years 2 and 6 are at the expected levels. Overall, however, achievement in science is unsatisfactory because pupils' achievement in Years 3-5 is unsatisfactory. In these classes, pupils are not given enough opportunities to think for themselves and present their work clearly. In addition, higher-attaining pupils do not achieve as much as they should because the work set for them is often too easy. Pupils' ability to plan and carry out their own investigations is unsatisfactory because pupils are not given enough opportunities to carry out these activities. Investigations are too often carried out as a whole class with pupils not being allowed to choose what equipment to use and how to solve the problem that has been set for them. This slows down the achievement of pupils, particularly of higher-attaining pupils, as it does not promote their abilities to think like scientists. Over the past three years, throughout the school, boys have not achieved as well as their peers nationally or as well as the girls. This is because they are not given enough opportunities to carry out practical activities. During the past twelve months, because of good teaching, pupils in Year 6 have achieved well and standards in science in Year 6 have improved markedly from being in the bottom five per cent of schools nationally.
66. Overall, teaching and learning are unsatisfactory. Activities that are set are the same for pupils at different levels of ability. This means that they are sometimes too easy for higher-attaining pupils, including the gifted and talented, and too hard for lower-attaining pupils. Some aspects of work are not carried out in enough depth to ensure that pupils understand fully what is being taught. This is often the case in Years 3-5 where teaching and learning are not good enough to raise standards. Overall, not enough use is made of computers to record pupils' work by producing clear graphs and charts for example. However, in the best examples, work is marked well and indicates to pupils how they might improve. Pupils, especially in Years 2 and 6, are provided with good guidance on how to carry out and record their work and this helps them to learn effectively. They are taught to record like scientists and include charts, tables and diagrams to illustrate the findings from their investigations. Good opportunities are

provided for pupils to consolidate the skills they have learnt in literacy lessons as they write the accounts of the investigations they have carried out.

67. Leadership and management have been unsatisfactory since the last inspection. This is because during 2001-03, standards declined significantly and the steps management took to correct this decline proved unsuccessful. Three teachers have held responsibility for co-ordinating science during the past four years and each of these did not have sufficient time to make an impact on raising standards. An enthusiastic subject co-ordinator has taken over responsibility for science a few weeks ago and has already produced a useful plan of action to improve standards. Satisfactory procedures for assessing pupils' achievements in science have also been introduced recently and these should help teachers to identify what they need to do to help pupils improve. The school recognises that improving standards in science is an important issue to tackle and is taking useful steps to do so. Overall, provision in science has declined since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- Standards in ICT are below the expected levels throughout the school and achievement is unsatisfactory
- Pupils are not given enough opportunities to practise the skills being taught during lessons because there is insufficient access to computers
- The accommodation for the mini ICT suite is unsatisfactory
- Teaching in ICT does not meet all the statutory requirements of the National Curriculum

Commentary

68. Pupils do not achieve as well as they should in ICT and standards are below the levels expected throughout the school. This is largely because the school does not have enough computers situated in one place to allow them to do so. Computer skills are often taught to the whole class and pupils are then provided with opportunities to practise and consolidate these skills in small groups in their classrooms or in the mini-suite on other occasions during the week. This is unsatisfactory because pupils forget the skills they have been taught during the whole-class lesson a few days previously and the original lesson has to be repeated in small groups for them to make progress. This makes teaching and learning unsatisfactory and is an inefficient use of time. In order to practise their computer skills during the week pupils often miss aspects of other subjects. The effect of this is that pupils' achievement in ICT is unsatisfactory and their achievement in the subjects they are missing is also slower than it should be. Over time, pupils are not taught all aspects of the National Curriculum in ICT because the arrangements for lessons are too complicated. Consequently, pupils have gaps in their knowledge and understanding of the subject.
69. During the inspection there was an exception to this. In Year 6, the teacher taught a whole-class lesson in ICT and arranged for enough laptop computers to be available. This arrangement worked well, but meant that interactive whiteboards could not be used in the classes from which the laptops came.
70. Overall, the school has enough computers. Each classroom has at least two computers and classes in Years 4-6 each have three computers. There are nine computers in the mini-suite. This adds up to the number of computers per pupil in many other schools. The issue the school has not resolved satisfactorily is how to provide enough access to these computers during ICT lessons for pupils to practise and develop the ICT skills they are being taught.

71. The accommodation for computers in the mini ICT suite is unsatisfactory. The location of this mini-suite is in an enclosed former stock cupboard that does not have any natural light and is inadequately ventilated. This room is not big enough to provide pupils with enough room to sit by computers because the accommodation is very cramped. The mini-suite is an unsuitable location for pupils to be taught computer skills.
72. The school has sensible plans to correct this situation by purchasing portable laptop computers. The plan is that this will allow a whole class of pupils to practise computer skills during ICT lessons. Overall, leadership and management of ICT are unsatisfactory because the school is not able to teach the full requirements of the National Curriculum effectively.
73. The school has recently introduced satisfactory procedures for identifying what pupils know and understand in ICT. These assessment records have not yet been completed but are likely to provide teachers with enough information in order to plan their lessons in the light of what pupils know and understand. The school has begun to compile samples of work in each class that indicate what should be taught in each aspect of the school's programme of work. Because ICT was not inspected at the last inspection, it is not possible to judge improvements.

Information and communication technology across the curriculum

74. The use of ICT across the curriculum is satisfactory. There are examples of ICT in literacy, numeracy, geography and art and design. In Year 3, pupils use computers to write stories. They insert pictures into text and draw and colour using an art program. In Year 3, maps from the Internet have been printed effectively to help pupils understand the location of Thamesmead in relation to the world and the universe. In Year 4, in mathematics, pie charts and block graphs have been produced to illustrate popular hobbies and pets. In Year 6, pupils use computers to produce spreadsheets. The location of computers in classrooms helps teachers to use computers across the curriculum and this aspect of provision is developing satisfactorily. There are many examples of the use of digital cameras to record pupils' work and educational visits to places of interest. These photographs are being used well as teaching resources.

HUMANITIES

75. Governors are not fulfilling their statutory responsibilities in **geography** and **history**. Lack of sufficient evidence means that it was not possible to judge standards, teaching and overall provision in either geography or history. Pupils' work was inspected, a discussion was held with the subject co-ordinator, teachers' plans were analysed and two geography lessons were observed. There was enough work in geography produced in Years 1 and 2 to indicate that standards are at expected levels and pupils' achievement is satisfactory. The National Curriculum in geography is being taught satisfactorily to these pupils. However, this is not the case in history in Years 1 and 2 or in geography and history in Years 3-6. Not enough work is produced and too little time is spent teaching these subjects, especially in Years 3-5, to indicate that the National Curriculum is being taught in full.
76. Pupils record their work in geography and history in the same books. These books are so big that pupils continue to work in them year after year. In fact, the same books are used by pupils to record their work in geography and history throughout Years 3-6. This is unsatisfactory because it is not easy for teachers or pupils to identify the progress being made in each of these subjects because work in history may be followed by work in geography and vice versa.
77. Leadership and management of geography and history are unsatisfactory. A co-ordinator for these subjects was appointed last year but has not yet received training to carry out her role fully. Nonetheless, a good effort has been made by the subject co-ordinator in analysing pupils' work in these subjects and a useful plan for improvement has been developed from this. It is clear that all pupils are set the same work in these subjects. This means that higher-attaining pupils, including the gifted and talented, find it too easy and lower-attaining pupils, including those with special educational needs, need more help in order to make the progress

they should. Overall, monitoring and evaluation has not led to significant improvements in provision or standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. **Art and design** was not an area of focus for this inspection. Only one lesson was seen, and pupils' work and teachers' planning were inspected. As a result, it is not possible to make an overall judgement about the provision. In the one lessons observed, teaching and learning were satisfactory and pupils achieved satisfactory standards. In the lesson seen, pupils in Year 5 were learning different techniques of shading to add different textures to their drawings of fruit. They were achieving well as they evaluated their work and learned how they could improve it. They showed positive attitudes towards art and design and took great pride in their finished work. Pupils across the school use sketchbooks well to express their ideas and to try out different techniques used by famous artists. They use different techniques of shading in pencil and begin to understand how to draw objects in proportion to their surroundings. Displays show that pupils use computers effectively in their work. For example, during a recent visit pupils learned how to use digital art in their work. They reproduced digital prints of themselves on T-shirts. Ideas for this work came from the work of Andy Warhol, a famous artist whose work they had seen an art gallery. Leadership and management of the subject are satisfactory overall. A portfolio of pupils' work across the school is useful in showing progression in pupils' observational drawings, their still life paintings and the three-dimensional sculpture. However, there is not enough information about how well pupils are achieving in relation to the nationally expected levels.
79. It was not possible to see any lessons in **design and technology**. A conversation was held with a group of pupils about design and technology and a small sample of work was inspected. As a result, no judgments can be made about overall provision in the subject. The curriculum follows national guidelines. Pupils' work indicates that when making products, pupils go through the recommended stages of designing, making and evaluation. However, by the end of Year 6, pupils have used only a narrow range of tools and materials and are unclear about how machines work. For example, they do not understand the way in which cams, axles and pneumatics are used to make models and machines move.
80. It is not possible to make an overall judgement about provision in **music** because it was only possible to see one lesson and singing practices for the infants and juniors. In the lesson seen, teaching was good. All pupils were actively involved in their learning and good use was made of the expertise of pupils who have some gift for music to help make learning clearer for their classmates. Pupils enjoyed the lesson. They showed good attitudes to their work. They maintained simple rhythms by playing a range of unpitched instruments. The subject co-ordinator has developed a suitable curriculum that provides teachers with clear guidance in their teaching.
81. It was only possible to observe two lessons in **physical education** and although evidence was also gathered by talking to the subject co-ordinator, it is not possible to make an overall judgement about provision in the subject. In the two lessons seen, standards in catching and throwing and pupils' ability to put a sequence of movements together involving balances were below expected levels for the pupils' ages. The teaching in one lesson was satisfactory, and, in the other one, unsatisfactory. Good elements of the teaching included clear demonstrations by the teacher of how to catch and throw a ball. Pupils were then given good opportunities to practise this key skill. Where teaching was unsatisfactory, pupils were not given clear enough guidance about how to balance well. Too little was made of the good work produced by a small number of pupils to help others improve their performances. Pupils also had to wait too long for their turn on the apparatus because it had not been organised well enough by the teacher. The subject co-ordinator has provided teachers with suitable guidance for their teaching. However, little monitoring and evaluation of the subject has taken place so the subject co-ordinator is unaware of the variable quality of teaching and the low standards of work produced. The curriculum includes opportunities for pupils to swim and records show

that the vast majority reach nationally expected levels in this area. The school provides pupils with a suitable range of sport clubs that they enjoy.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- A wide variety of activities is planned to help pupils in their personal and social development

Commentary

82. The programme of work in personal, social and health education is good. A detailed programme of work for sex and relationships education has been introduced recently for pupils in Year 6. Parents and outside agencies are involved in this programme. Pupils are also taught about road safety and other aspects of their personal safety. A lesson seen in Year 4 was successful in introducing pupils to some 'good' and 'bad' drugs and the effect these might have on people's behaviour. The discussion with pupils revealed that they had sound awareness of the harmful effects of some of the drugs that are widely available. Visits to places of interest are used well to help develop pupils' personal and social skills. Class discussions about events that affect pupils' lives provide pupils with good opportunities to develop their personal and social skills as they listen carefully to each other's thoughts, ideas and feelings.
83. Through the school council, there are good opportunities for pupils to develop an awareness of what is involved in living in a community. Two representatives from each class in Years 3-6 form the school council and discuss aspects of school life. They present their ideas for improvements to the headteacher who then considers the merits of their suggestions with the staff. Pupils enjoy this activity and feel they are making a worthwhile contribution by suggesting improvements at the school. There is a 'Healthy Schools Committee' in which pupils are also involved as the school works to gain the 'Healthy Schools' status. The school has introduced a 'Playground Buddies' scheme. This helps pupils who may be lonely in the playground and wish to talk to someone else. Pupils value this scheme and like having a buddy in the playground. Personal, social and health education makes a good contribution to pupils' spiritual, moral, social and cultural development. In the previous inspection report, provision for developing pupils' social skills was judged excellent. Since then the quality of this provision has declined from these high standards but, nonetheless, it is still good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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