

INSPECTION REPORT

BRUNSWICK PARK PRIMARY SCHOOL

Picton Street, London, SE5 7QH

LEA area: Southwark

Unique reference number: 131843

Headteacher: Peter White

Reporting inspector: David Marshall
27681

Dates of inspection: January 24th – 28th 2000

Inspection number: 181541

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with Nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Brunswick Park Primary Picton Street Camberwell London
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Appropriate authority:	Southwark LEA
Name of chair of governors:	Olivia Holmes
Date of previous inspections:	Infant School 13.10.97: Junior School 09.07.96

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Carolyn Webb	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
Maurice Leyland	Team inspector	Art	Efficiency
Sue McIntosh	Team inspector	English	Staffing, Accommodation and Learning resources.
Raminder Arora		History Areas of Learning for Under Fives Geography	
Henry Moreton	Team inspector	Physical education Mathematics	How good are curricular and other opportunities offered to pupils?
Fran Gillam	Team inspector	Religious education Design and technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

In September 1998 the Brunswick Park Infant and Junior Schools became one primary school and this has led to all policy documents, schemes of work and the school development plan being completely rewritten. The staffing structure has changed incorporating Phase Co-ordinators who are responsible for Early Years, Years 1-3 and Years 4-6. Structurally the school has also changed. A new administration block has been added, two new staff rooms, a small information technology suite, and a new medical room. All the reception classrooms have been refurbished. Since the amalgamation of the two schools they have been allowed to admit up to 75 per year, plus 25 full-time and 25 part-time, both morning and afternoon, in the nursery. At present there are 594 pupils on roll and 31 teachers in the school.

The school is in a severely socially deprived area. The local blocks of flats, which provide 40 per cent of the school's pupils, are due for redevelopment.

The pupils are from a very wide ethnic mix from 30 different countries - and over 20 languages are spoken. The main ethnic backgrounds of the pupils are - Black - Caribbean heritage 92 (21%); Black African heritage 164 (37.4%); white - 143 (32.6%).

The school's comprehensive procedures to assess attainment on entry show that most pupils start school with levels of ability well below the national average. This is particularly true of children's language and social development.

Two hundred and twenty eight pupils have English as an additional language - this is a very high proportion. In addition to English the four main languages spoken are Yoruba, Twi, Turkish and Vietnamese. Three hundred and thirty eight pupils are eligible for free school meals – 65 per cent. of the school roll. This too is very high. 160 pupils are on the school's special educational needs register. 13 pupils have statements of special educational need. This again is a very high proportion.

HOW GOOD THE SCHOOL IS

Brunswick Park is an effective school and makes good provision for its ethnically diverse community. Although test results are below national averages, the pupils make good progress because the teaching is good and the work they are expected to do is appropriate and demanding. The head teacher, governors and all staff work together very well and have created a school that provides good value for money.

What the school does well

- The overall leadership and management of the school are good. The head teacher is a very effective manager and is well supported by governors and senior staff in guiding the school and planning for the future
- The school has achieved outstanding success in its amalgamation as a primary school.
- Teachers control pupils well and create a good, supportive atmosphere in the school.
- The use and contribution of support staff is very effective.
- Pupils' behaviour is good overall. Most pupils are courteous, polite and respectful.
- Pupils' personal development is good overall. Very good relationships exist between all pupils and between pupils and all adults.
- Very good provision is made for pupils' moral and social development.
- Relationships with parents are very good and there is a strong community spirit that includes pupils and families of all ethnic backgrounds.
- The provision in the nursery is good.
- The overall provision for pupils with special educational needs is very good.

What could be improved

- Assessment, particularly in the short term, is not used carefully enough to ensure that teachers' expectations in all lessons are appropriately matched to pupils' existing ability.
- The evaluation of what is working well, and not so well, in teaching, is not rigorous enough to help teachers improve and raise standards further.
- Continue to modify and build on existing procedures to improve the overall level of pupil attendance.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Brunswick Park Primary School has not been inspected before as it has only existed in this form for just over a year. The recommendations of the inspection reports for the Infant and Junior schools were addressed and the action plans were being carefully implemented when the schools amalgamated. The head teacher, governors and senior management team took great care to put together an action plan for the amalgamation and it is against this that the school must be judged with regard to its overall improvement. At the forefront of the amalgamation action plan was the need to make sure that all teachers and other staff felt that they were an integral part of the new 'team'. This has been achieved with outstanding success. There is no doubt that all staff share the aims, values and targets for the amalgamated school as they were carefully involved in forming them. The over-riding aims now are to include all pupils regardless of background or previous school experience, and to consistently raise the level of achievement of all pupils. Inspection evidence shows that the school is achieving both of these aims well.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	n/a	E	E	B	well above average A above average B average C below average D well below average E
mathematics	n/a	E	E	C	
science	n/a	C	D	B	

The 1999 results are the first for the school in its present form. The 'new' Brunswick Park School has sought to include all pupils. This has led to many pupils joining the school after experiencing severe difficulties at other schools, and often well into their primary school careers. The school's assessment of these pupils on entry show their attainment is well below that expected for their age. Analysis of the test results in 1999 show, for example, in English tests of the 22 pupils who joined the school during Key Stage 2 only 27 per cent attained the level expected for 11 year olds. This was low in comparison to those pupils who had spent four years in Key Stage 2, of these 46 pupils 60 per cent attained the expected level for their age. The results in mathematics follow a similar pattern.

Overall, pupils reach above average levels of achievement in English and science when compared with similar schools. In mathematics the overall standards are in-line with national averages for schools of a similar type. This is a measure of the school's success. Pupils reach similar, satisfactory, levels of achievement in religious education, information technology and all other subjects of the primary curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall. There are many pupils who have come from other schools and have made significant progress in their attitude to school.
Behaviour, in and out of classrooms	Good overall. Most pupils are courteous, polite and respectful. The significant number of pupils who have displayed challenging behaviour in the past are well integrated into Brunswick Park.
Personal development and relationships	Good overall. Very good relationships exist between all pupils and between pupils and all adults.
Attendance	Overall the attendance is unsatisfactory.

The school is particularly successful in meeting the needs of pupils who have been excluded from other schools, and have become disaffected and often truant. All pupils are made to feel welcome and their efforts are valued and rewarded. The strength of the relationships enjoyed by all in the school is testament to how successful their aim for inclusiveness has been.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall the quality of teaching is satisfactory. The teaching observed during the inspection was judged to be good or better in almost half of the 107 lessons seen, nearly nine per cent of all lessons were very good, and seven per cent of lessons were judged to be unsatisfactory.

The quality of teaching in the nursery is good, and the teachers support all pupils with great care, good humour and thoroughness through their good planning.

Teachers' knowledge and understanding of the curriculum and the individual needs of their pupils is good throughout the school. This enables them to teach the essential basic skills of literacy and numeracy well to all pupils. Most teachers have very high expectations of pupils, which results in the overall good behaviour. However, in terms of academic challenge these expectations are sometimes inappropriately high and lead to lessons being unsatisfactorily planned and pupils making little progress. In most lessons the class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions.

Teaching support for those pupils with special educational needs is provided in a variety of ways to meet the different requirements of the pupils. The specialist teaching in withdrawal groups for pupils with special educational needs is at least good and often very good. In the classrooms the quality is more variable but it is never less than satisfactory, and on occasions very good. The teaching of pupils with English as an additional language is generally sound, and when pupils are taught by the specialist teacher in withdrawal groups it is good.

A wide variety of teaching methods are employed to make lessons interesting. Teachers manage pupils very well even though there are a significant number who display challenging behaviour and could be disruptive. Lessons are consistently of a good pace and the use of support staff is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall and all statutory requirements are in place.
Provision for pupils with special educational needs	Very good provision overall. The school's procedures and practices are secure and well documented.
Provision for pupils with English as an additional language	The teaching of pupils with English as an additional language is satisfactory overall and the overall provision is sound.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Procedures for monitoring pupils' personal development are good. The provision for pupils' spiritual and cultural development is good. Very good provision is made for their moral and social development.
How well the school cares for its pupils	The school cares for its pupils very well.

The school works well in partnership with parents and provides a suitable and challenging amount of work for pupils to complete at home. There are effective strategies for teaching the basic skills of literacy and numeracy. The school provides a number of extra-curricular clubs that are very popular, including the steel-pan band who perform successfully in local community events. There are very good procedures for child protection and for ensuring pupils' welfare. Procedures for monitoring pupils' personal development are good. The school offers very good pastoral care for pupils with emotional difficulties, including the exceptional Place2Be and Place2Talk.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The head teacher and the senior management team provide strong leadership in all aspects of the school's work. They are effective managers and have successfully enabled the recent amalgamation.
How well the governors fulfil their responsibilities	The governors fulfil their strategic management role well. They have worked hard supporting the staff in the amalgamation of the schools.
The school's evaluation of its performance	Very good overall, although those responsible for the monitoring of teaching need to be more rigorous in their evaluations.. The head teacher, senior staff and governors have a deep understanding of the school's corporate needs and reflect upon their aims critically and well.
The strategic use of resources	Good overall. Financial planning is carefully linked to the need to raise standards and the school evaluates the effectiveness of all decisions made. Best value is sought in most purchases.

There are sufficient staff and resources to meet all requirements of the National Curriculum. The school accommodation is clean and well kept and efficiently used by all concerned. The vision and aim of including all pupils regardless of gender, race, ethnicity, ability or previous school experience are shared by all adults concerned with the school. The way that they have succeeded in integrating all pupils is exemplary.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are impressed that all children make good progress are stretched to achieve their potential.• Parents feel that a positive sense of right and wrong is instilled in all pupils.• Written comments by teachers' in pupils' books are appreciated, and constructive.• Good procedures encourage the right attitudes.• Staff work hard for the children and deal effectively with issues that come up.• The school takes up parents' ideas well.	<ul style="list-style-type: none">• Consistent approach to homework.• Size of access gate to school playground.

Parents appreciate the improved relationships between them and the school. This is evident in the better communication and information provided for them. They believe that the teaching staff are now more encouraging to pupils of all abilities, and as a result the progress of individual pupils is better.

Inspection findings support the overall very positive views expressed by the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The overall standards in English and mathematics throughout the school are well below average at the end of both key stages when compared with the national test results of other schools. However, when comparisons are made with schools of a similar type it is clear that Brunswick Park succeeds well.
2. When the overall school intake, including the number of pupils admitted after exclusion from other schools and the very large number of pupils with special educational needs are taken into account, their results are testament to the school's success in meeting its own agreed targets for improvement.
3. The 1999 national test results are the first for the school in its present form. The 'new' Brunswick Park School has sought to include all pupils reflecting its behaviour and personal development policies successfully. This has led to many pupils joining the school after experiencing severe difficulties at other schools. Many of these pupils are well into their primary school careers. A further analysis of their results at the end of Key Stage 2 comparing pupils who have been in the junior phase since the end of Key Stage 1 and those who have joined later, shows the school's overall success. In 1999 in English, 68 pupils took the test. Of these 46 had been in the school for over three years, and the percentage of these pupils gaining the national average score or above (Level 4) was 60 per cent. Of the 22 pupils who joined the school later just 27 per cent reached this standard. In mathematics the scores are equally revealing. Again 68 pupils took the test. 52 per cent of the 46 all through pupils reached Level 4 or above. Only 18 per cent of the later joiners reached this standard.
4. The results of the National Curriculum tests in reading, writing, speaking and listening and mathematics at the end of Key Stage 1 show that pupils' attainment is below the national average when compared with all schools. However, when the large number of pupils with special educational needs and the very high pupil mobility factor are considered these scores show how effective the school is being. Many pupils come into the school with very low skills in speaking and listening and many have difficulty in relating to each other and adults. This affects their ability to focus on the tasks that are expected of them. The teaching is good in the nursery and often throughout the school and enables all pupils to make significant improvement, but this is still insufficient to bring the school's results for seven-year-olds up to average levels.
5. The results of all pupils at the end of Key Stage 2 in the National Curriculum tests of English, and mathematics are below the national average when compared with pupils from all schools. However, when compared with those from schools of a similar type, pupils at Brunswick Park achieve well and are above the expected levels in English and in-line with average scores in mathematics.
6. By the time the pupils leave the school able pupils calculate confidently with numbers in excess of 10,000 and use more complicated processes, such as the multiplication and division of simple decimals. Pupils in Year 6 learn the correct mathematical vocabulary, such as quadrant and perpendicular. Pupils calculate mentally throughout the key stage with increasing confidence. Pupils are regularly given the opportunity to apply their mathematical knowledge to solve increasingly complex problems, and they progress well in persevering to find the correct answers.

7. Attainment in science is below national expectations at the end of Key Stage 1, but by the time they leave school pupils are achieving well when compared with those from similar schools. Pupils make sound progress in developing their knowledge and understanding of science at Key Stage 1. They learn about different materials and develop appropriate scientific vocabulary and methods. They make simple predictions and compare their findings with what they predicted. At Key Stage 2 pupils respond to suggestions well and many make more complex predictions, and enjoy working on the investigations planned for them. The more able pupils demonstrate a good understanding of the different properties of solids and liquids, and begin to understand well the need for fair testing. They make good progress in gaining knowledge and understanding about life and living processes. Through developing their investigation skills they begin to represent their findings in a variety of different tables and charts.
8. Pupils make sound, and often good, progress in all subjects throughout the school. The head teacher and senior staff have set high targets, in conjunction with the local authority, for their overall achievement and are beginning to see an improvement. All teachers work hard to analyse pupils' performances in order to see where there are particular strengths or weaknesses and adjust the curriculum appropriately. They then endeavour to set appropriate, but challenging, targets for all pupils, but these are sometimes related more accurately to pupils' behaviour and social skills, than their academic needs. In some circumstances the inappropriateness of the aims of the lesson are due to the local authority's requirements and do not match what the school knows of the pupils. Due to the teachers' understandable desire to see their children make optimum progress, occasionally pupils achieve less as the aims are pitched too high and make inappropriate demands on them.
9. In information technology, pupils make satisfactory progress throughout the school, and a few individuals make good progress by the time they leave. Pupils make best progress in word-processing and handling data; progress in modelling and control is satisfactory.
10. In Key Stage 2 the percentage of pupils on the school's register of special educational need is much higher at over 40 per cent of each class. This is due to several factors. First the school is seen as successful in meeting the needs of pupils with special educational needs by parents and others in the local community and as a result pupils are moved in from other schools. This includes pupils who have been excluded for anti-social behaviour. Secondly the high turnover in the area results in the school gaining pupils at Key Stage 2 who have fallen well behind with their education due to moving and disruption. Pupils with special educational needs achieve well. The schools records show that in relation to prior attainment these pupils make good progress and their achievement is better than would normally be expected. Despite this good achievement the very low starting point for many of these pupils means that their results are extremely low. This is particularly true for those pupils who have joined the school later in their school career.
11. By the end of Key Stage 1 and 2, the majority of pupils with English as an additional language achieve the levels that might be expected and make satisfactory progress against their prior attainment. The school's analysis of test results in 1999 uses pupils' progress in fluency as a measure and indicates the proportion of them reaching certain levels. However, this measure is insufficient if it is to be used as a comparison of attainment with those children with English as their first language or other groups in order to be an effective basis for target setting.

Pupils' attitudes, values and personal development

12. The good attitudes and values of both the previous schools have been successfully assimilated into the new primary school to create the very positive school ethos that now exists. Parents are pleased when their children are given a place at this popular and over-

subscribed school. The overall ambience is welcoming and calm, and a purposeful yet happy atmosphere prevails in classes.

13. Children in the nursery and reception classes are warmly greeted in the mornings and soon gain the confidence to leave their parents. They settle happily into their classes. They quickly learn what is acceptable behaviour and to share the resources. They enjoy their activities, both inside and outside the classroom, and play well together. Reception children, enjoy each other's company. They trust all adults to resolve their minor disagreements and their behaviour is good. They are aware of and learn to care for those less fortunate than themselves.
14. The school's aims and ethos are 'lived' everyday. Pupils are proud of their school and wish to please their teachers. They are interested in their work, and enjoy challenges. They are encouraged to evaluate their own and others' work and those watching half the class swaying and rolling movements in a Year 2 physical education lesson offered thoughtful and sensible suggestions on how these could be improved. In a Year 6 science lesson, when investigations were carried out on how adding water affects different materials, pupils were excited to see its effect on baking powder and plaster of Paris. They were then disappointed to learn they had to wait a further week to see if any process could be reversed. Pupils of all abilities and different ethnic origin work well together. Those with English as an additional language are well supported and integrated into the school community as are those pupils with special educational,, including the significant number excluded from other schools. 'Place to Be' and 'Place to Talk' provide pupils with essential respite and the opportunity to talk over their problems and pressures. Many derive great benefit from the support they receive in individual and group sessions.
15. The school has high expectations of pupils' behaviour and they are all aware of the school's rules and conventions and of the impact their actions may have on others. Due to all of the care shown by the school, and despite the previous history of some pupils, there was only one pupil excluded in the last school year.
16. The attitudes to their learning of pupils with special educational needs vary considerably, but overall they are satisfactory. Many of these pupils are on the register for behavioural problems and have very short concentration spans and find sustaining effort very difficult. It is a credit to the quality of all staff that the pupils are so encouraged that they work at their set tasks effectively.
17. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they work in small groups. The positive ethos of inclusiveness in the school enables them to become confident and fully integrated.
18. Attendance of pupils overall is unsatisfactory and continues to be below the national average. This is due to the high level of unauthorised absence and a few persistent latecomers. The school has a good policy on attendance and has implemented some strategies to improve attendance. However, more could be done in terms of incentives if improving attendance is to continue to make a positive contribution to the quality of learning in the school.

HOW WELL ARE PUPILS TAUGHT?

19. Overall the quality of teaching is sound. The teaching observed during the inspection was judged to be good or better in almost half of the 107 lessons seen, nearly nine per cent of all lessons were very good, and eleven per cent of lessons were judged to be unsatisfactory.

20. The unsatisfactory lessons were due almost without exception to teachers overestimating their pupils' ability and preparing a lesson that was both too ambitious and wrongly focused. An example was in a Year 3 mathematics lesson that had been very thoroughly prepared concerning a 'two-step' approach to more complicated addition. Although the teacher explained the tasks very well it was obvious that the pupils could not understand the new idea as they had insufficient skill in simple addition. As a result of this inappropriate focus the pupils made very little progress and many became more confused. A number of geography lessons were characterised by pupils being asked to work out their own routes on a map when they had little previous experience of this task. In one lesson this difficult task was enabled for the pupils by the knowledge and understanding of the teacher. However, in another class the pupils, in the same year group, got very confused and gave up the task as it was too difficult for them and the teacher lacked the resources to adapt the lesson appropriately.
21. The overall quality of teaching enables pupils to make sound academic progress throughout the school. Most teachers are aware of the very differing needs of pupils. Pupils of average or high prior attainment are well catered for with appropriate extension activities. The use of support assistants and parents to support pupils is very good. Most teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of lessons when the teachers moved from whole-class exposition in literacy or mathematics sessions to group work.
22. The quality of teaching in the nursery is good, and the teachers support all children with great care, good humour and thoroughness. This good teaching is characterised by good planning with very specific aims for the lessons across all areas of learning. The organisation is good and ensures a good pace of learning throughout each session. The range of activities available through the careful planning means that the children are always on task and well challenged.
23. The good teaching in the Reception classes reflects the overall good knowledge that the teachers have of both their pupils and the requirements of the desirable learning outcomes and the National Curriculum. Planning is sound and clearly identifies what pupils are to learn across the six areas of learning, and how the groups of pupils of differing prior attainments are to be taught. Pupils of all abilities are given good support that results in their good progress. Classroom organisation is good and all activities selected are a good preparation for the pupils start to the National Curriculum.
24. The sound teaching at Key Stage 1 reflects the overall subject knowledge across the curriculum. The provision for all subjects is adequate, and good emphasis is placed on English and mathematics. Teachers have implemented the Literacy hour well overall, and have made a sound start to the numeracy strategy. Planning is generally successful and identifies clearly how the groups of pupils of differing prior attainments are to be taught. For example, in mathematics, the Year 2 teachers plan a good variety of practical work which pupils can undertake independently. Pupils of all abilities are given good support that results in their good progress. Classroom organisation is good and all activities selected are appropriate to the identified aims in teachers' plans.
25. Overall the teaching in Key Stage 2 is satisfactory, with some strengths in the provision for English and mathematics. The good teaching at the top of Key Stage 2 is characterised by good subject knowledge and understanding, and very clear planning. The links between different subjects that the teachers make at this stage produce activities that are particularly valuable. Again there is a strong emphasis on investigative work that leads to independence and the overall good personal development of all pupils. The very effective teaching in Years 5 and 6 is an example of where the considerable individual teaching strengths of the teachers

concerned has been utilised to the very best effect through their careful assessment and planning of the three core subjects.

26. Throughout the school, class discussions are always lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well introducing new ideas with care and clarity. All teachers present themselves as good role models, and the most effective teaching ensures that other pupils are also used as good role models.
27. Teachers have very good relationships with their pupils throughout the school. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively which results in increasingly good behaviour. This was particularly true in a Year 2 lesson when the completed work of one or two pupils displaying challenging behaviour was used as good examples and kept their attention focused.
28. Assessments using informal strategies to gauge pupils' understanding are apparent in all lessons. Groups of pupils are also targeted suitably for assessment, and a range of checklists based on the lesson plans are used. However, the way these assessments are used is sometimes inaccurate and lessons are inappropriately challenging as teachers set targets too high. Marking is generally effective overall and the way that the teachers of the younger pupils discuss their results rather than just write them in their books is particularly effective. Homework is used appropriately and effectively to support pupils' progress throughout the school.
29. The specialist teaching for pupils with special educational needs is at least good and often very good. In the classrooms the quality of teaching is more variable but is never less than satisfactory, and on occasions very good. Teachers have high expectations of pupils' attainment and behaviour. They deal with the pupils, many of whom present serious behavioural difficulties, in a gentle and supportive manner. The very good and consistently applied strategies for behaviour management mean that pupils settle to their work in a way that denies the obvious difficulties that many of them have. This is a credit to the professionalism of the teachers and to the good relationships that they establish with pupils.
30. Teaching support for pupils with special educational needs is provided in a variety of ways to suit the differing needs of the pupils. These range from small group teaching with a specialist teacher for Reading Recovery, to individual support for pupils in lessons given through learning support assistants. When pupils are taught individually, the teaching is invariably very good and, as a result, pupils learn well. Tasks are well matched to the individual needs of pupils, lessons move at an appropriate pace and teachers continually assess the progress that the pupils make. A good feature of many of these lessons is the close link with the work that is being covered in the classroom. Learning support assistants work very closely with teachers and the high quality of their additional help makes a very valuable contribution to the attainment and progress of pupils with special educational needs. The learning support assistants are very knowledgeable and take great efforts to develop their own knowledge and understanding in order to be able to support pupils more effectively.
31. The quality of support provided by the specialist teachers and the support assistant for those pupils with English as an additional language is satisfactory in nearly all lessons observed. These pupils achieve best when they are targeted by the externally funded teacher, and are taught in small mixed groups. Activities are well integrated with work in the classrooms and based on close partnership with the class teacher. Good use is made of visual aids and purposeful talk to encourage small group interaction. Key concepts and vocabulary are

highlighted by modelling language and using demonstration with pupils given the opportunity to have a go. This was well exemplified in a design and technology withdrawal session in which pupils from Year 1 made a moving picture using a sliding mechanism. However, In some instances, in Key Stage 2, support was less effective with the focus and aims being unclear. Class teachers' planning does not always identify how the learning needs of individual or groups of pupils with English as an additional language are to be met, and targets identified by the support teacher are not consistently shared with the rest of the school and used to inform planning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

32. The quality and range of opportunities for learning provided by the school for all pupils are satisfactory. The school provides an appropriately broad curriculum for its pupils. All National Curriculum subjects and religious education are included and the school meets statutory curricular requirements fully. The school has successfully managed the implementation of the National Literacy Strategy, and more recently, the National Numeracy Strategy. The breadth of the curriculum has been maintained. Although there are some weaknesses in the provision of certain aspects of information technology and music.
33. A useful long-term overview has been adopted for subjects, which provides a framework within which teachers plan their work on a termly basis. Policies and schemes of work have been developed in all subject areas. Teachers produce thorough and useful weekly as well as termly plans and this ensures that pupils receive a balanced curriculum, which develops their skills in the different subjects. However, the planning for pupils with English as an additional language is not always shared and applied effectively leading to some pupils at Key Stage 2 making less progress than possible.
34. Teacher's weekly plans for literacy and numeracy are satisfactory. They identify aims for their lessons that form the basis of their on-going assessment of pupils' work. The process of matching the needs of different groups of pupils to the demands of the curriculum is sometimes unsatisfactory and leads to inappropriately high demands being made of pupils.
35. The curriculum promotes pupils' intellectual, physical and personal development well, and is accessible to all pupils. However, not enough is done for those pupils who 'forget' their kit for physical education, and some pupils are late for the start of lessons when they have been doing something else at playtimes. The curriculum includes awareness of the dangers of drugs and sex education. Curriculum provision for pupils with special educational needs, including assessment, is very good. It is also good for pupils with English as an additional language.
36. The majority of pupils with English as an additional language in Key Stage 1 have appropriate access to the full range of curricular opportunities including literacy and numeracy. The school uses its grant for raising the achievement of its ethnic minority pupils well. However, in Key Stage 2 they do not always sufficiently differentiate between the needs of pupils with English as an additional language and those from other ethnic minority backgrounds, or use overall assessment information sufficiently, to inform learning opportunities for these pupils.
37. The curriculum is enhanced by visits to local and other sites of interest, for example, younger pupils visit the local park and the local church, and older pupils visit the science centre, a local theatre and local gardens. Many though not all, pupils benefit from residential experiences where a range of physical and other activities are provided. The school provides a suitable range of sporting extra curricular activities for the older pupils. Opportunities for the younger pupils are fewer. Most extra curricular activities are of a sporting nature; non-sporting activities are limited. Though homework is set, especially in English, this is not always effective, as many families are unable to give their children the support they need to

complete the set tasks.

38. Provision for personal, social and health education are satisfactory. The school plans for teaching these issues are within the science curriculum, but provides regular opportunities through 'circle time' when pupils can discuss a range of issues, in a sensitive and supportive setting. Visitors to the school make a considered contribution and good use is made of visitors in music. The quality of links with the community are satisfactory, and the school itself makes a contribution to local life. Links with other schools are more limited than they have been in the past, reflecting the increased choices of secondary schools available to children when they leave the school. The school has good links with initial teacher training institutions, and each year takes a number of teachers under training.
39. The overall provision to pupils' spiritual, moral, social and cultural development is good and makes a significant contribution to learning by establishing a supportive ethos within the school.
40. The provision for spiritual development is good. The development of pupils' spiritual awareness is effectively supported through music, art, the religious education programme and some literacy lessons in poetry and literature - for example, the imagery in pupils' poems about the stormy weather was particularly effective. However, this could be extended to other curriculum areas, such as science and physical education. Assemblies are used well to promote a sense of community and shared values. They provide a good setting for pupils to reflect on their own and others' lives. The stories and talks in assemblies are interesting, and pupils are given suitable opportunities for a spiritual thought or prayer. Acts of collective worship offer opportunities that relate to pupils' own experiences such as, hope, forgiveness and sense of achievement.
41. Very good provision is made for pupils' moral development. The school is strongly committed to encouraging care and respect for others and teachers ensure that all pupils are valued. The difference between right and wrong is effectively taught and most children have a good understanding of what is inappropriate behaviour. The school actively promotes positive values and the pupils respond constructively, enjoying their work and showing care for the school. Moral values are well taught through stories, songs and discussions. A number of fund-raising activities for various charities raise pupils' awareness of moral issues. Both teaching and support staff provide good role models and encourage children to relate well to each other and behave courteously.
42. Very good provision is made for the pupils' social development through daily life, planned opportunities for them to work co-operatively, the personal and social programme, extra curricular provision and local educational visits. The school has a secure environment in which pupils feel cared for. The quality of relationship between adults and pupils and between pupils themselves is very good. Children under five settle quickly into school life and are encouraged to become independent and self-confident. When provided with appropriate opportunities, most pupils carry out responsibilities, such as keeping library books in order and preparing the hall for assemblies and lunch times.
43. The provision for pupils' cultural development is good. The school promotes respect for cultural diversity reflected in the society. There are opportunities to develop pupils' understanding of the central beliefs and practices of different faiths, and to appreciate the art, dance, music and the way of life of people from a range of cultures. Pupils have opportunities to visit the local Church. The parents of minority cultures represented within the school make some contribution to the enhancement of pupils' knowledge and understanding of the multicultural society, and further opportunities are planned.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides a caring, supportive and stimulating environment for pupils, some of whose home lives lack stability, and pastoral care is one of the school's many strengths. The school is vigilant in observing health and safety procedures and risk assessments are regularly undertaken, with any hazards identified recorded. Trained First Aiders are always on site and First Aid practice is satisfactory. The school has good procedures for child protection and all teaching staff are aware of these. Both the headteacher and deputy have undergone training recently. Liaison with local agencies is well established and well used.
45. Although pupils' attendance is below average the school has good systems for monitoring this. Late and absence letters are sent out once a week if no or unsatisfactory reasons for these have been given. The recent appointment of the Educational Welfare Officer will result in more regular monitoring by this outside agency. As yet the school has not initiated any programme to improve the attendance or the regular unpunctuality of some pupils in the mornings and procedures for promoting attendance and punctuality are, therefore, unsatisfactory
46. The school's procedures for promoting and monitoring behaviour are very good. From the time they arrive in the nursery children learn right from wrong and how to behave with their classmates. Pupils understand the school's expectations of their behaviour, and know the sanctions that will ensue if they transgress. Bullying and racism are not accepted, and all teaching and support staff implement the positive behaviour management policy well and consistently. Any incidents are logged. The school's policy of inclusion is rigorously yet sensitively monitored and these pupils are very well supported and integrated. Place to Be and Place to Talk give pupils "space" and time to talk over their problems and are well used to avoid unacceptable behaviour and to restore pupils' equilibrium. The latter facility is also available for teachers and parents.
47. The effectiveness of the school's assessment and monitoring of pupils' academic performance is satisfactory. There are appropriate procedures in place for assessment across the school. Opportunities to use formal and standardised testing across the whole school, especially in English and mathematics, are good. Teachers keep satisfactory on-going records, including detailed reading records, which show pupils' progress in English, mathematics and science, and sometimes other subjects. Pupils have clear targets in English, mathematics and science that are suitable for them.
48. The use of assessment information to plan for pupils' next steps in learning, from both national tests and school-based assessments, is satisfactory. The results of pupils' assessments are well used to set targets for individual pupils. Procedures for assessing the attainment and progress of pupils with special educational needs are very good. It is also good for pupils with English as an additional language. The wealth of data available, including the test and teacher assessment results is analysed but does not currently sufficiently inform decisions about the organisation and management of teaching and learning of pupils with English as an additional language. Targets for developing specific aspects of language have been identified by the specialist teacher and individual pupils are targeted to have additional literacy support. However, class teachers do not use this information systematically to plan their lessons and monitor progress over time.
49. The school's provision for pupils' personal development is good. Through assemblies and circle times issues are raised and discussed. Teachers are vigilant in ensuring that all pupils are heard and that any concerns are effectively resolved. The very good relationships result in mutual trust and respect. Pupils with English as an additional language and those with special education are well supported and provided for in this multicultural and multi-lingual community. The Additional Literacy Support is effectively used. Tolerance and understanding are implicit in the whole school ethos. Pupils develop a strong sense of natural justice as they progress through the school and grow in confidence and self-worth. Visitors to the school, for example the vicar and representatives from the police and medical services, alert

pupils to the dangers outside the school and make a positive contribution to their personal development. Pupils are well prepared for transfer to secondary school when they leave.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parental links and parental involvement in the school are very good overall. Parents are very pleased with the school and the progress their children are making.
51. The newly amalgamated school has developed effective links with the parents, who come from very different backgrounds and some of whom have limited or no English. Regular parents' meetings are well attended and interpreters are provided if necessary. The school understands that communication with all parents is very important. Interpreters always attend when new parents who do not have English first visit the school and when the individual education programmes are reviewed for children of these parents with special education needs.
52. Parents in turn are supportive of this popular school and pleased their children are able to attend. They are encouraged to participate in their children's education although very few assist in the nursery or in school. However some parents come into school to demonstrate their national cooking and talk about their culture. Although many parents are unable or unwilling to help their children with reading or other homework they appreciate that teachers are always available to speak to them if they have concerns and value this easy communication. Year 1 parents are invited to participate in the SHARE initiative to help them help their children at home every Friday afternoon but few are able to commit themselves to this.
53. The school provides good information for parents. The prospectus and annual governors' report contain useful data. Although these are not routinely available in other languages, nor are any letters sent home, all can be translated if required. Regular newsletters give details of events and dates for the future. The annual reports are comprehensive and detailed and set targets for pupils to achieve although the format used is not yet consistent across the whole school. Reports are discussed with parents who find them informative and helpful
54. Parents enjoy coming to class assemblies and afterwards to share not only the achievements of their child but those of other children. The new Friends of Brunswick association has started to raise money for the school through events such as fairs, and International evenings have been held and enjoyed. These are held as social as well as fund-raising events and provide a focal point for parents of all nationalities to get together.
55. The school's good partnership with parents, coupled with parents' support for their children's education and the rich cultural traditions and differing experience they bring to the school, make a positive impact on pupils' quality of learning and contribute to their academic and personal achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. Overall, the leadership and management of the school are good.
57. The headteacher provides very strong leadership in all aspects of the school's work. He has a very clear vision of the purpose of education and the direction of the school and has a commitment to achieving high standards. He is a very effective manager of the school, and has a deep understanding of the school's corporate needs and is aware of what has to be addressed in order for standards to improve further. The deputy head teacher and senior management team are very aware of their particular roles and responsibilities and support all school developments with a zeal and commitment that is very impressive. They are fully aware of the school's aims, values and policies that they helped to formulate and are

particularly effective in supporting the necessary innovations.

58. The role of Phase Co-ordinator was created in order to facilitate the amalgamation and was an important part of the action plan devised by the head teacher, deputy head and governors. These co-ordinators have been particularly successful in their well-defined roles. The decision for their responsibilities to cross the key stage boundaries has enabled them to act as the link between the two former schools in a positive and effective manner.
59. The headteacher meets regularly with the chair of governors to review the progress of a range of issues both on an informal and formal basis, and she acts as the necessary critical friend that is very much appreciated by the head and teaching staff. The chair and the other governors are also fully aware of the present school's aims, values and policies and support them extremely well. They fulfil all of their statutory requirements and have made a significant contribution to the school's recent amalgamation.
60. The school has a very clear sense of purpose and direction in meeting its aims, values and policies. This is reflected throughout the school in all aspects of work and play. The school's aims and requirements are clearly understood by staff, parents, governors and pupils and can be seen in the day to day life of the school. The other teachers, with whom the head shares an excellent relationship, support him in all aspects of the school's life. They all work hard, together with the rest of the staff, to fulfil the school's aims. This is reflected in a very positive moral development programme resulting in the school's ethos and a positive and effective learning environment based on very good relationships and pupil behaviour. This in turn allows all pupils direct access to all learning experiences in an enjoyable and supportive environment.
61. As subject co-ordinators the individual teachers consider and discuss all curriculum provision and are now taking an increasing strategic role in the monitoring of their subjects. Since the amalgamation their hard work to prepare policies and a number of schemes of work has had a positive impact upon provision for the pupils and the quality of teaching. At the moment they not only monitor teaching in their subjects through carefully evaluating teachers' plans and pupils' work on a very regular basis, but are also given non-contact time to monitor the teaching and overall provision in their subjects. This has all had the effect of raising the expectations and morale of the staff concerned. However, the monitoring of teaching is not as effective as it could be as there is not always a clearly identified focus when observing lessons and scrutinising pupils' work. Co-ordinators do not always identify and share what teachers do well in their lessons in order to promote best practice and the successful learning. In particular, there is a lack of agreement on where improvements are needed and what action is required to make learning more effective.
62. The implementation of the National Literacy and Numeracy Strategies has been ably led by the co-ordinators with the support of named governors. Complete reviews were undertaken and, as a result, the action plans correctly identified areas for development. The school has now successfully launched the daily hour of literacy teaching in every class, and the numeracy strategy. All staff are committed to their implementation in order to raise standards and achieve the targets they have set for themselves.
63. The senior management team ensures that the staff employed to meet the needs of bilingual and other ethnic minority groups including Travellers are well deployed for the purposes intended. The deployment of the Ethnic Minority Achievement Grant is appropriately targeted to support pupils. However, provision for those pupils for whom English is an additional language is not co-ordinated on a whole school level. Whilst the support teacher allocated to Key Stage 1 has identified areas for development and provided a smooth transition in the wake of the amalgamation, these do not involve all the relevant staff, phase co-ordinators and senior management. She has made a valuable contribution to building a range of language materials and resources

64. The quality of the school development plan, which is determined through consultation with all teaching staff, governors and support staff is good. All teachers provide up-to-date information in their own action plans. This provides carefully identified targets and deadlines. In the year of its operation the development plan is carefully monitored by the headteacher, the senior management team and the governors, and they review the financial considerations and evaluate the school's progress towards meeting its targets.
65. The school has very good financial systems to ensure that the priorities and targets for development shown in the school development plan are fully costed. The systems provide concise information so that the governing body and senior management team have a very clear picture of the financial implications and progress towards particular targets. They are determined to apply best value principles to all financial transactions. The school does not hesitate to use the best possible professional advice available and affordable to ensure the standard of work done and the comparative costs of a project are acceptable to the school's high standards. The finance sub-committee of the governing body is kept fully informed of the cost of planned development. Governors provide a helpful safeguard through their personal expertise to ensure the school is following best practice when tendering for a particular project. Very detailed accounts are supplied at regular intervals, to help them fulfil their role of monitoring the effect of spending commitments efficiently.
66. All financial decisions are made against a background of fully up to date information, provided very effectively by the senior administrative officer, from the computerised accounts. The school has invested wisely in both technology and the necessary courses to enable the best use to be made of the system.
67. The school makes very good use of grants, which are designated for special educational needs, Ethnic Minorities Achievement Grants and the National Grid for Learning. The special educational needs grants are supplemented greatly by charitable grants and awards obtained through the head teacher's undoubted skill at preparing bids and discovering new sources of income. The first instalment of the National Grid for Learning has been used to supply some hardware but with a great emphasis on wiring throughout the school. The school is thus prepared for full networking as a very economical way of obtaining and using a large number of personal computers for the pupils, based on very powerful administrative machines.
68. The school has a sufficient number of appropriately qualified staff to teach the school's curriculum. Appraisal systems and procedures are in place, and teachers have a meeting with senior managers annually about their individual targets. The deputy head acts as mentor to the three newly qualified teachers and meets with them regularly to set targets for their teaching and give feedback on their assessments. There are two part-time teachers funded by the Ethnic Minority Achievement Grant, one of whom is on a temporary contract, one 'Place 2 Be' funded teacher, a Literacy Support Teacher, a non-class based co-ordinator for special educational needs, and 25 learning support assistants. Overall, the deployment of these staff makes a good, and in many instances very good, contribution to the progress and learning and confidence of the pupils who are targeted for support.
69. The Victorian building is adequate, and well decorated and cleaned, with attractive wall displays celebrating pupils' work. Carefully planned classrooms with good resources ensure that the learning environment is welcoming and encourages a good work ethic. The hall for Key Stage 2 is very full when all the key stage attends, plus the steel pans. However, the school does have two halls, two well-stocked libraries (the Key Stage 1 library doubles up as a hall), two staff rooms of a good size, a small room recently adapted as an ICT suite, an attractively appointed room for Literacy Support, and offices for the phase co-ordinators and 'Ethnic Minority Achievement' teachers. There is also a room for the 'Place 2 Be' initiative. The playgrounds are adequate for physical education. The Premises Officer who lives on site

reports low levels of vandalism. The brightly coloured murals inside and outside the building, carried out by students from Camberwell School of Arts and Crafts, help to provide a stimulating environment.

70. Teaching resources are used well and organised within the classrooms to support pupils' learning. The quality and quantity of resources are satisfactory in all areas of the curriculum, and good in English and for special educational needs. The classrooms are well maintained by the teachers. The displays of pupils' work on the classroom walls and in the corridors are neat, good and consistent throughout the school. They make a pleasant learning environment as well as celebrating pupils' achievements across the curriculum. Artefacts, for example from different religions, are displayed in some classrooms and the hall. In Key Stage 1 classrooms, there are listening areas with tape recorders, headphones and a selection of familiar stories and songs on tape that pupils can access easily. There are carpeted areas, book corners with a good selection of books including some big class books made by pupils.
71. Each Key Stage 2 classroom has an overhead projector and a screen area which teachers use frequently and effectively with their classes. Provision of books for the Guided Reading groups in the Literacy Hour and beyond are good. Books in the libraries are colour coded, with the coding system well displayed and explained to provide access for pupils. Key Stage 1 pupils attend the local Camberwell library on a regular rota. Pupils in Key Stage 2 are time tabled for the school library. They borrow books to take home to read from the school library, a selection of fiction and non-fiction.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Teachers and subject co-ordinators should make careful use of all assessment, particularly in the short term, to ensure that their expectations in all lessons are matched to pupils' existing ability. Where these targets differ from the requirements of the local authority, then sensible negotiations based on the schools knowledge of its own pupils should ensure that they are always appropriately challenged.
- (2) The evaluation of what is working well, and not so well, in teaching, is not rigorous enough to help teachers improve and raise standards further.
- (3) Continue to modify and build on existing procedures to improve the overall level of pupil attendance by providing a reward system or some other form of incentive.

A further area for the governors and staff to consider when putting an action plan together is to improve the provision for those pupils with English as an additional language by ensuring co-ordination at a whole school level. All classroom teachers should be aware of individual pupils' needs at all times.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

107

Number of discussions with staff, governors, other adults and pupils

32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	9	34	48	8	1	

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	25	543
Number of full-time pupils eligible for free school meals	18	320

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs	2	13
Number of pupils on the school's special educational needs register	15	145

English as an additional language	No of pupils
Number of pupils with English as an additional language	228

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.0

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	40	35	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	31	32
	Girls	27	34	30
	Total	57	65	62
Percentage of pupils at NC level 2 or above	School	76	77	82
	National	84	83	80

As percentages for teacher assessments refer to the year before the latest reporting year they are not relevant as they refer to before the schools had amalgamated. They are, therefore, omitted from these tables.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	33	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	13	26
	Girls	17	16	20
	Total	36	29	46
Percentage of pupils at NC level 4 or above	School	53	43	68
	National	70	69	78

As percentages for teacher assessments refer to the year before the latest reporting year they are not relevant as they refer to before the schools had amalgamated. They are, therefore, omitted from these tables.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	92
Black – African heritage	164
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	143
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage	7	
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	29.2
Number of pupils per qualified teacher	18.6
Average class size	21.9

Education support staff: Y R – Y 6

Total number of education support staff	25
Total aggregate hours worked per week	543

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	17

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	1274871
Total expenditure	1225951
Expenditure per pupil	2242
Balance brought forward from previous year	42390
Balance carried forward to next year	48920

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

502

Number of questionnaires returned

112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	18	1	2	
My child is making good progress in school.	69	28	2		1
Behaviour in the school is good.	68	26	3		3
My child gets the right amount of work to do at home.	54	29	12	5	1
The teaching is good.	70	27			3
I am kept well informed about how my child is getting on.	57	29	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	70	25	3		2
The school expects my child to work hard and achieve his or her best.	71	23	4		2
The school works closely with parents.	57	35	5		3
The school is well led and managed.	67	24			9
The school is helping my child become mature and responsible.	71	20	2	1	6
The school provides an interesting range of activities outside lessons.	37	24	12	2	25

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. The school has a double unit nursery catering for 75 children, 25 of whom attend full-time. Children are admitted to the reception classes at the start of autumn and spring terms each year, as rising fives. The nursery is suitably organised to provide activities that cover all the six areas of learning. It is well resourced with two full-time teachers, two full-time nursery nurses and one part-time support staff. At the time of inspection, most of the 75 children in three reception classes were under five. Primary helpers effectively support the reception classes in both indoor and outdoor activities.
73. Children's attainment on entry to the nursery is well below the national average. The evidence gathered through observations during inspection indicates that the overall attainment is below that found nationally by the time children are five years old. Most children show satisfactory progress over their time in nursery, but they have limited skills in the areas of language and literacy, mathematics and knowledge and understanding of the world. The overall progress of children in their personal and social, physical and creative areas of learning is good and almost all achieve satisfactory standards by the age of five. Children with special educational needs receive good support to enhance their progress in both the nursery and reception classes. A significant number of children learning English as an additional language receive effective specialised support and have generally made satisfactory progress by the age of five.
74. The curriculum for nursery and the reception classes is appropriately linked to the nationally agreed areas of learning for the under fives. It is extended in the reception classes to embrace the national literacy and numeracy strategies. Assessments take place on entry to the reception classes and there are consistent procedures for assessing children on a day to day basis to check their progress and plan what they need to do next. Regular meetings take place to ensure effective liaison in the nursery.
75. The overall quality of teaching of the under fives is satisfactory. Teachers plan effectively to provide a stimulating range of activities with clear intentions. They know how young children learn and extend their responses sensitively. However, in some lessons the expectations are inappropriate and the work is often too hard for most children. The staff in both nursery and reception classes works effectively as a team and support one another.

Personal and Social development

76. By the age of five most children reach the expected standards in their personal and social development. Children quickly feel confident and secure in the nursery unit. Many of them are very reticent to speak when they enter nursery, but with constant encouragement to talk they begin to form positive relationships and communicate effectively with one another and adults. They enjoy first-hand experiences and purposeful play. By the time children enter reception classes, they have learnt to co-operate, share and take turns. Children work both as part of a group and independently. They develop confidence, knowledge and independence through a variety of learning situations. The staff act as good role models and explain clearly the difference between right and wrong. Children behave well at all times and show consideration and respect for property and each other, which is testament to the effectiveness of the teaching. Most children participate enthusiastically in teacher-led and self-initiated activities.
77. The staff share appropriate expectations of work and behaviour and the teaching of this aspect is good. The learning areas are always well prepared and organised with a good range of interesting activities. They manage children very skilfully and keep them

purposefully occupied. Activities such as 'circle-time' promote children's understanding of feelings and relationships. For example in one lesson, the new reception children talked about their own interests and learnt about others in their class.

Language and Literacy

78. By the age of five, the attainment of the majority of children is below the expected standard in language and literacy. Children make satisfactory progress from entry and are developing their skills well in listening. Most children's speaking skills are quite limited, but they listen attentively to stories, songs and rhymes. By the time they enter the reception classes, pupils are beginning to speak more confidently and clearly with growing vocabulary, through opportunities such as daily discussion times to talk about their experiences. Children in the nursery enjoy imaginative play and one-to-one conversations with adults. Many older children are gaining satisfactory hand control in writing, a few write own names unaided. They can draw and paint with increasing control and some produce strings of letter type shapes. Children in reception class regularly participate in a range of opportunities structured to develop and practice mark making and early developmental writing skills. Good progress is made when adults work with small groups or individuals to provide opportunities for direct eye contact and individual attention. Children handle books carefully and know how these are organised. They regularly listen to stories and behave like readers, but with the exception of a very few older children in reception, most do not yet associate sounds with words and letters.
79. The teachers are effective in this area and familiarise children with written vocabulary through stimulating activities to focus on key words. For example, the stories with repetitive sentence structures such as, 'Brown Bear, Brown Bear, what do you see?' Pupils are encouraged to use the story line and produce their own, related to personal experiences. In the reception classes, the modified literacy lesson effectively promotes the development of early reading, writing and spelling skills. Children show knowledge of the events in the story and use the key words with developing understanding. Adults interact suitably and exploit opportunities to increase children's vocabulary. Children learning English as an additional language receive effective support and make satisfactory progress. The supporting adult successfully uses role-play and suitable materials, such as puppets and magnetic pictures.

Numeracy

80. The majority of children enter school with very limited number skills. They make satisfactory progress and by the time they are five, most children confidently match, sort and count using every day objects. Children in reception classes recite numbers to ten with a developing grasp of 'one to one' when counting. A few children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Some older children describe objects by position, shape, size, colour and quantity. They are beginning to use mathematical phrases of comparisons such as, bigger, smaller and taller than. This is evident in their use of large and small construction equipment and working with jigsaws. A few children recognise number symbols one to five. Most children know the order of numbers to at least ten, but show limited knowledge and understanding to solve simple problems involving addition and subtraction, or use vocabulary such as, add one more or take one more away, how many altogether and how many left.
81. There is effective adult involvement in children's activities and useful timely assessments are made of the individual children's progress. Teachers plan suitable practical activities to develop understanding and recognition of number symbols. They use number rhymes and songs to enhance learning and make useful interventions to consolidate the correct use of language involved. However, there are limited opportunities to challenge the more able children in the reception classes, to draw and write the numbers correctly.

Knowledge and Understanding of the world

82. Most children under five do not reach standards expected for their age in gaining knowledge and understanding of the world. A few older children talk interestingly about own experiences. Children in the nursery freely explore with sand, water and play-dough, but cannot yet explain clearly what they are doing. There are good opportunities for children to explore with everyday objects of interest; as well as select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building. For example, in one lesson children made animal masks representing characters from a familiar story. They also made houses for animals using junk boxes, straw, hay and cotton wool and learnt about their habitat. Children in the reception classes make a passport, demonstrating knowledge of self. They talk about when they were babies and compare to what they can do now. Children successfully learn to name main parts of body and explain their functions. Most under-fives do not have computer skills expected for their age.
83. There are sufficient well-planned activities and encouragement to explore new ideas. The science element of this area is suitably emphasised in the reception classes. Children are effectively supported in their understanding of their own local environment. In one of the lessons they used a map of the world and learn about where they live. There are stimulating nature displays of winter scenes to enhance children's learning. The staff responds positively to children's responses and provides appropriate explanations to the questions children ask.

Physical development

84. The overall progress in the physical development of all the under-fives is generally satisfactory. Nursery children are developing confidence and co-ordination in the use of large play equipment such as bikes. However, their body control and awareness of space is rather limited. In the nursery, the spacious outside provision and the available outdoor resources are used effectively to promote the development of fine and gross motor skills. The reception children have access to the appropriate outdoor equipment. Children use malleable materials with appropriate tools, and demonstrate reasonable hand and eye co-ordination, for example when working with play dough to represent pizzas, hamburgers, sausages and chips. Older children are developing confidence in the use of different joining materials and tools such as, scissors, glue, and tape for developing hand control and manipulative skills.
85. The overall teaching in this area is satisfactory in the nursery. The teachers generally plan well and provide calm and sensitive support. However, where teaching is unsatisfactory, for example in a lesson with reception class, the teacher had planned activities that were inappropriate and many pupils did not realise the learning objectives for the lesson.

Creative development

86. By the age of five children's creative development is well fostered through an appropriate range of activities. Most children show sound progress in all areas of creative learning. Their fine motor skills are well developed through daily opportunities to express themselves by drawing, painting and engaging in imaginative role-play and sand and water play. Children are given opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage and use construction toys to make models. In both nursery and reception classes, children are encouraged to experiment with mixing paints and use their observations and imagination to create pleasing results. All children have a regular opportunity to sing and clap rhythms and express enjoyment. Nursery children demonstrate developing recognition of percussion instruments such as tambourines, drums, bells and shakers. There are opportunities for children in reception classes to explore sound and depict ideas and feelings through using percussion instruments with the specialist teacher for music.

87. The resources for both indoor and outdoor activities are good and accessible. These are well organised and used effectively for all areas of learning. The nursery classroom is spacious and organised into logically defined and visually attractive areas with stimulating and interactive displays to enhance children's learning.

ENGLISH

88. At the end of Key Stage 1 the results of the 1999 National Curriculum tests show that 76 per cent of pupils achieved the expected levels or better in reading. This is below the national average but well above the average achieved nationally by similar schools. In writing, 80 per cent of pupils achieved the expected levels or better. This again is below the national average but well above the average achieved nationally by similar schools. In reading there is very little difference between the achievement of boys and girls. They are both below national averages. The difference is greater, however, in writing, girls perform better than boys. In the 1999 tests, the achievement of the African heritage pupils is above the national average in reading and writing, at 90 per cent for both. The Caribbean heritage pupils achieve well above the national average at 93 per cent in reading and 100 per cent in writing. The two groups make up 60 per cent of the pupils taking the tests in 1999.
89. Standards overall at the end of Key Stage 2 are below the national average. The results of the 1999 National Curriculum tests show that 53 per cent of pupils achieved the expected levels or better. This is well below averages nationally. Only seven per cent of pupils achieved the higher level; that is well below national averages. However, these results are in line with the average achieved by similar schools. The breakdown between girls and boys for the 1999 results shows there is little difference between the overall achievement of boys and girls.
90. Targets for this year's National Curriculum tests for the present pupils in Year 6 have been renegotiated with the Southwark school adviser, the school and the Governors, to take into account the results of the optional tests carried out at the end of Year 5 with these pupils. However, these targets are high and teachers have problems in planning effectively to meet them and not create aims for their lessons that are above the capacity of their pupils.

Speaking and listening.

91. At the end of Key Stage 1, standards in speaking and listening are broadly in line with national expectations, and pupils make good progress over the key stage. When pupils in a Year 2 class present their work in an assembly, they explain and show what they have been learning, such as compound words in literacy and comparing Sikhism with Christianity in religious education. Pupils in Year 2 are keen to contribute their ideas to a brainstorm on characters in 'The Three Billy Goats Gruff'. They read together from a story, raising and lowering their voices in line with the text. They listen carefully and respond with interest to the teacher's questions.
92. At the end of Key Stage 2, standards in speaking and listening are broadly in line with national expectations and pupils make satisfactory progress over the key stage. In Year 6, two pupils prepare and deliver a class assembly on Islam, asking prepared questions to test their classmates' knowledge. Their well-researched talk shows an awareness of audience in their sensitivity and respect towards others. In Year 3, pupils listen with care to the teacher and ask questions with confidence, which show they have understood the aims of the lesson. In Year 4 when discussing the passage about the Snow Queen in 'The Lion, the Witch and the Wardrobe' pupils make some good responses using extensive vocabulary and engaging their feelings— 'she's not only cold – but cold in the way she treats people'.

Reading

93. At the end of Key Stage 1, standards in reading are broadly in line with national expectations, and pupils make good progress by the end of the key stage. In Year 2 higher attaining pupils read with fluency, confidence and understanding. In shared reading sessions, pupils read out loud with good expression. They sound out any unfamiliar words, or break them down into syllables, or use contextual clues. In Year 1, pupils learn about features of a non-fiction book. They sound out unfamiliar words, or split longer words up and use pictures to help them to read.
94. At the end of Key Stage 2, standards are broadly in line with national expectations and by the end of the key stage progress and learning of the majority of pupils is satisfactory. In Year 6 pupils read aloud fluently, accurately and with real enjoyment and show a good understanding of what they read. Pupils understand how to locate a non-fiction book in the library, and can find the information they need in the book. In Year 4 pupils learn how punctuation affects reading and understanding.
95. A planned home/school reading journal is to be launched soon, to involve parents more directly in their children's progress in reading. Pupils have reading bags they take home with reading books from school. The ability of some lower attaining pupils in Years 3 and 4 is being raised effectively by the additional literacy support.

Writing

96. Standards in writing at the end of Key Stage 1 are broadly in line with national expectations. In Year 2 pupils write a story with a clear sequence; they write collaboratively; they write their own version of a famous fairytale 'My adventures up the beanstalk'. They undertake shared writing which they then edit and word process together. The handwriting skills of the majority of pupils is well developed. They write with attention to letter size, spacing and letter formation. The higher attaining pupils have a clear structure to their stories, with appropriate punctuation and variety in the language they use. For lower attaining pupils, where there is little punctuation in their writing, they show familiarity with the conventions of story writing, such as using 'One day' at the beginning of their story. Higher attaining pupils join up their writing and use speech marks. Most pupils show awareness of sentence structure. In Year 2 pupils cover a range of different kinds of writing for different purposes across the curriculum. They write instructions on how to make a cup of tea. Writing skills are used across the curriculum. For instance, in geography, they write a key to a map and in religious education, they write about places of worship for different religions.
97. Attainment at the end of Key Stage 2 is below national expectations in writing, and by the end of the key stage progress and learning of the majority of pupils is satisfactory. Pupils in Year 6 write for a range of purposes using different forms. They write poems, reports, video reviews, adverts, autobiography, and simple biographies. They write from a particular point of view as well as putting forward a balanced argument. To improve the standard of their own writing, pupils edit their stories, with support and use a story plan for their writing. They study the grammar of their writing, and how to extend their choice of vocabulary. In all lessons pupils make frequent use of dictionaries and thesauri. Higher attaining pupils use punctuation correctly, incorporating speech marks, commas, question marks and exclamation marks in their writing. They use paragraphs appropriately and their stories are well organised and structured with a clear beginning, middle and end. Their handwriting is fluent and legible.
98. The overall quality of teaching is good. In Key Stage 1, most of the teaching is satisfactory or better. In Key Stage 2 the majority of teaching is good or very good. In all lessons of the National Literacy Strategy, planning is good. Teachers maintain the structure of the literacy hour. The lessons have good pace and a good balance of whole class teaching and group

work. In the whole class sessions, teachers use good questioning techniques with open-ended and probing questions. Teachers manage the pupils well and are consistent in their praise of pupils' learning and progress and create a good atmosphere in lessons. Some of the strategies and resources teachers use in their literacy lessons, such as 'hot seating' when trying to understand characters in a poem, reading out loud with expression to the class, doing shared writing with the whole class on ways of developing a story, or encouraging pupils to discuss their work with a writing partner, really help the pupils to learn. Particularly effective use is made of pupils working in pairs on a task, or using writing frames to provide a structure for their writing. The way teachers make good use of portable overhead projectors and flip charts ensures good visibility and easy access to the text for all pupils in literacy lessons.

99. In literacy lessons where group work is most effective, pupils understand what they have to do and how to do it; there is a clear link between the shared text work and word level work that then relates to the group activities. In a minority of lessons, pupils do not always understand what the task is or see the connection with what has gone before, and this minimises the progress they make. In Years 5 and 6, in all lessons, within the generous allocation of time to English over and above the literacy hour, the teaching is effective. Writing is the area where most pupils underachieve in Key Stage 2. However, not all classes have extended writing on their timetable within the extra allocation of time to English and more time would provide pupils with the opportunity to develop their writing, to learn through drafting and editing their work.
100. The subject co-ordinator has managed the introduction and implementation of the National Literacy Strategy very well, and staff continue to benefit from the training and support they receive, particularly now there is an assistant co-ordinator for Key Stage 1. The co-ordinator has introduced very effective Group Reading Records for classes. These have learning intentions on some aspect of reading reviewed every few weeks, and are used as a form of ongoing assessment of pupils' learning in reading. Similarly for writing, pupils have literacy targets on a card attached to their writing books. The pupils know exactly what their targets are and where they need to improve, and that the teacher's comments in their books relate to their progress in meeting the targets which teacher and pupil review regularly together.
101. Resources are good, with many new sets of books for guided reading, some targeted particularly to attract boys; some big posters illustrating different writing frames for different forms of writing. There are also a good selection of new 'big books', mainly but not exclusively for younger pupils. The governor with responsibility for literacy has attended the two day training, and she works in the school as a trained 'volunteer reading helper', working one to one with three pupils in Years 4 and 5.

MATHEMATICS

102. The results of national assessments in 1999 show pupils' attainment, at the end of Key Stage 1, to be below average when compared with that of all primary schools. Standards were well above average when compared with schools of similar backgrounds. Evidence gathered during the inspection is that attainment is below national standards, confirming the results of the most recent national assessment tests.
103. At the end of Key Stage 2, pupils' attainment in mathematics is well below the national average. Standards are also average when compared with schools of similar backgrounds. Evidence gathered during the inspection confirms the national assessment results as well below the standards expected. However, evidence also shows that the attainment of those pupils who have been in the school from Year 1 through to Year 6 is much better than that of pupils who join the school during Key Stage 2
104. Pupils with special educational needs are well provided for, but the 1999 Standardised

assessment test results show that far fewer pupils at the end of Key Stage 2 go on to achieve the higher levels in comparison with national averages. Boys also do much less well than girls.

105. Many pupils in Year 1 do not recognise and counts numbers up to 20, or use appropriate mathematical language. Many cannot recognise and name a range of two-dimensional shapes and use measuring exercises to consolidate this learning. They are insecure in their use of addition and subtraction facts to ten. In year 2, pupils develop their ability in mental arithmetic by learning simple multiplication facts, but many cannot count reliably in 2s, 5s and 10s. They do not routinely use and apply their knowledge of the four rules of number successfully, for example when playing mathematical games. Pupils collect and represent data using appropriate charts, but many cannot extract and interpret information presented in simple tables. The use of appropriate data handling computer programs is not well developed. By the end of Key Stage 1, most pupils do not work confidently with numbers to 100, and cannot carry out a range of calculations accurately.
106. During Key Stage 2 pupils learn new concepts as well as consolidating previous knowledge, but in Year 3 pupils often struggle with even the simplest sum, often guessing and without the required confidence to build on what they do know. By year 4, some pupils work with numbers up to 1000, and some apply their skills to higher numbers. Higher attaining pupils recall multiplication facts up to 10×10 , and the lower attaining pupils sort objects according to several criteria of shape, and appreciate angles as measures of turn. Pupils use bar graphs to collate, record and interpret data and to use and apply their skills. By Year 5, pupils still do not confidently round numbers to the nearest ten or hundred. Not all have a sound knowledge of fractions such as $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
107. Throughout the school, pupils' numeracy skills are below average for their age. Younger pupils do not develop good recall of number bonds, and many older pupils do not their multiplication facts. These basic skills are not routinely exploited in other subjects of the curriculum. Pupils' ability to read and especially to understand and follow written instructions is also having a negative impact on standards achieved in mathematics.
108. Despite this rather bleak picture in terms of results, pupils often enjoy mathematics and are willing to learn. Behaviour is good, and sometimes it is very good. Relationships within classes between pupils and between pupils and their teachers are invariably good. This is very encouraging. Most pupils listen to their teachers, especially in lesson introductions, although some are reluctant to answer questions. Many pupils do not really understand what is asked of them and their confidence in answering is misplaced. Teachers use effective questioning, but tend not to ask all the pupils to explain or to sum up what they have learned, and many pupils do not ask questions or tell teachers when they do not understand. An example when this was effectively done was when at the end of one lesson the teacher asked the class what they had found difficult to do. Many had not understood, confirming the teachers' fears. It was a good use of ongoing assessment, used to inform planning for the next lessons.
109. Many pupils do not settle well to individual or group work, because while they appear to have understood what to do, they do not know how to make a start. Once they are shown what to do on an individual basis they often make good progress. Many are able to concentrate for appropriate lengths of time. However, in one lesson two girls completed all the work set very quickly, using mental mathematics. In the absence of anything else to do, and while the teacher was busy elsewhere, they then did the same sums but using counting blocks. This was unnecessary and slowed their progress over the lesson. Pupils need more regular and routine practice in the basic computational skills, before moving on. There are limited opportunities for independent investigation. The pupils work sensibly together, but do not always take opportunities to help each other. In mathematics, they are often too dependent on the teachers. When given independent work to do, some pupils do tend to work only to

instructions; they do not use their initiative to find further work to do.

110. The subject generally makes a sound contribution to the development of pupils' skills in English, especially listening and speaking, though the standard of presentation of pupils of all attainments is often unsatisfactory. The older pupils in particular are still too dependent on the teacher. Though all pupils are aware about their individual targets in mathematics, they are not being involved sufficiently in knowing how they are doing and are not clear about how they could raise their standards. Opportunities to use mathematics in other subjects of the curriculum are not used adequately. For example, in a physical education lesson, which was generally effective, the teacher gave pupils a couple of minutes to practice their ball skills. It would have helped them if they had, for example, put together a given number of passes, reinforcing their number work.
111. The quality of teaching is sound overall. Many lessons have good features. Others are unsatisfactory due to the inappropriate level of challenge. The most effective teaching is in Key Stage 1 and at the end of Key Stage 2. All teachers have good command of the subject, and the structure of lessons is good. Lessons follow a pattern that the pupils' are now used to. They listen to the introductions; complete the individual and group exercises, and then have the chance to review what they have learned. The joint weekly planning by the Year teams ensures that lessons cover all attainment targets of the National Curriculum. However, too often insufficient attention is given to providing work at an appropriate level for pupils of all abilities, with the result that some pupils do not achieve very much in a lesson. In these lessons the progress of pupils, especially the higher attaining pupils, is slower than it might be. Good relationships between all adults and pupils encourage the good progress that is made. Homework is not always routinely set, but when it is most pupils respond positively, helping them to progress. Pupils' work is marked carefully, and teachers note and comment on mistakes that are being made. However, some of the pupils' work is unfinished and teachers do not always ensure that pupils correct their mistakes.
112. Procedures for assessing pupils' progress are satisfactory and teachers keep appropriate records of the skills that pupils have covered and mastered and use them well. Time available for the monitoring and evaluation of mathematics teaching throughout the school is not well used. The roles and responsibilities of the teachers who co-ordinate the subject across the school are not always well defined.
113. A good start has been made to the introduction of the National Numeracy Strategy. Teachers create an environment where pupils want to learn and all relationships are good. Management of classrooms is secure. Strategies to address the needs of all pupils within the framework of the National Numeracy Strategy, enlisting parental support and co-operation, now need to be adopted to raise standards.

SCIENCE

114. The standards attained by pupils at the end of both key stages are below average. However, when set against their prior attainment the achievement of the pupils is satisfactory and improving.
115. The results of the 1999 national assessments for pupils aged 7 and 11 were below average in comparison with all schools. However when the results for the pupils aged eleven are compared with those from schools with pupils from a similar background they are average. Great care must be taken when looking at these figures as the results for pupils aged 11 are depressed by the very significant turnover of pupils at Key Stage 2. When the results attained

by those pupils who have been at the school through the whole of Key Stage 2 are examined then standards are higher.

116. The 1999 results attained by girls were significantly below those of boys and this brought the overall average down. Information from the school indicates that a significant number of these pupils had joined the school during the last few years and many had come to the school with science skills and knowledge that were significantly below those of pupils already in the school. This situation is still occurring. A particular problem for the school is that many of the pupils joining have either special educational needs or English as an additional language. As a result a significant number of pupils have difficulty in reading the assessment papers fluently and this affects the levels that they achieve.
117. Examination of the work of the current Year 6 pupils and discussion with them shows that their knowledge and understanding and their investigative skills are below average. However, the oral work that many of these pupils are doing and the speed at which they are learning shows that standards are higher than those indicated in last year's national assessments. This progress, however, is still limited by the turnover of pupils in the class and disruption that many of them have had to their prior education.
118. At Key Stage 1 pupils sort and classify materials using a range of simple criteria, such as items that move or don't move. They study themselves and many are aware of foods that are good for them and those which are not. Science makes a good contribution to pupils' spiritual development as they consider how things feel and smell when studying the senses.
119. At Key Stage 2 pupils compare soils from different areas identifying the various components that distinguish each type from another. Pupils learn about different habitats and simple food chains and know the conditions necessary for growth. They study the human body and the way in which it works. This is often linked well to work in other curriculum areas. For example, art and design and technology were involved when Year 4 pupils made models of the bones in the hand and arm and made moving models showing the joints and action of the muscles. By the end of the key stage pupils are aware of the changes that take place in the body when exercising and have a good understanding of the circulatory system. Pupils' investigation skills are under-developed. By the end of the key stage very few are confident in predicting and hypothesising although work to support this area of science is planned. Recording skills are limited by pupils' below average literacy and numeracy skills but are beginning to improve as teachers focus on this area. The use of information technology to support science is in an early stage of development as the school has only recently acquired sufficient computers to make this possible.
120. The majority of pupils have good attitudes to learning but in each lesson observed a significant minority find it difficult to sustain concentration throughout the whole of the lesson. This limits their learning. However, due to the good support given by the learning support assistants and the good behaviour management by the teachers, the learning of other pupils is rarely affected to a significant degree.
121. The overall quality of teaching is good. The teaching observed during the inspection was mainly good and no unsatisfactory teaching was seen. Teachers are very aware of the limited literacy skills of the pupils and plan accordingly. Good use is made of questions to extend pupils' learning through discussion. Lessons move at a good pace and the quality of learning is generally good.
122. Science is a priority on the school development plan and the school has recently adopted the Qualifications and Curriculum Authority scheme of work and is supporting this with a published scheme to guide teachers in their delivery of the curriculum.

ART

123. The quality of the pupils' work at the end of both key stages is in-line with standards expected of pupils of the same age. Pupils experience a variety of techniques, including observational drawing, work in the style of famous artists, book illustrations, collage and printing, but have fewer opportunities to explore three-dimensional activities. An exception to this is the creation of clay thumb-pots in Year 2, decorated carefully in the Greek style.
124. By the end of Key Stage 1, pupils have sufficient variety of activities to satisfactorily develop a range of skills. They show increasing control of pencils and crayons to illustrate their work, use needles to produce simple stitched figures and blow paint carefully with a straw, to produce exciting tree shapes. Pupils collaborate well in groups and cut out felt effectively to create class friezes on the Fire of London or pictures of Snowmen with brightly coloured scarves, hats and eyes. The use of powder paint encourages good paint-mixing habits, so their figures on the frieze of the Frost Fair of 1683-4 are coloured very appropriately. Pupils do not make good progress in their ability to choose tools and materials, due to insufficient experience.
125. At the end of Key Stage 2, pupils show the benefits of regular experience of studying the work and techniques of famous artists. They produce imaginative paintings based very clearly on the style of Klimt, using similar colours and tones to interpret the work. The theme of book illustrations has been used to provide interesting and amusing picture based on Matilda, The Gentle Giant and John Burningham stories. Much of the work produced is well drawn and carefully painted or coloured with crayons, but lacks examples of the pupils' own imaginative creations evoked by the books. Pupils with special educational needs make satisfactory progress in a range of skills. There is no difference in the progress of boys or girls.
126. The quality of teaching is satisfactory, with one third of lessons observed being good and none unsatisfactory. In lessons judged as good, teachers use very effective questioning techniques which encourage pupils to express their own ideas when discussing pictures. Pupils show initiative and respond very positively when the teacher is enthusiastic and challenging. They show good progress in the development of their understanding of how painters use certain visual elements to create pictures. For example, pupils in Year 5 recognise colours which evoke particular moods in paintings by Turner. Teachers with very good management skills ensure pupils behave well and concentrate fully to help them acquire new knowledge and skills. Pupils of the full ability range make good progress because the teachers make positive responses to their answers. Progress is further enhanced when the teachers' planning shows learning objectives for pupils at different attainment levels.
127. Art has a high profile because of the excellent selection of framed prints of the work of famous artists around the school. However, there are insufficient examples of art from other cultures. Teachers have worked hard to successfully improve the environment of the building through colourful friezes and collections of pupils' paintings and drawings. Displays are often enhanced through the artistic backgrounds painted by the caretaker. Pupils make satisfactory progress in a wide range of investigating and making skills and pupils of higher ability develop good responses to works of art, but the scheme of work is not followed diligently. This means that some material is repeated and there is a lack of consistency in the development of skills across the school. The co-ordinator is aware of this, through her monitoring of work around the school and has plans to eradicate the problem. Pupils do have their own sketch-books in Key Stage 2, in which to practise and refine skills such as sketching, shading or recording from direct observation. However, they are not used frequently enough to improve standards.

DESIGN AND TECHNOLOGY

128. By Year 6 standards in design and technology are in line with those expected for 11 year olds. In discussions with pupils, in lessons and by looking at samples of pupils' work, it is evident that the curriculum provides a suitable balance between designing and making.
129. The skills of designing and making are developed appropriately throughout both key stages. Not enough lessons were seen to give a judgement on the quality of teaching. However, it is evident from planning that teaching provides suitable chances for pupils to investigate different materials, fixings and tools and, because of this, pupils by Year 6 make reasoned choices to solve problems such as making a shelter.
130. Younger pupils use construction sets to test out their ideas, this encourages the pupils to adapt their designs to be more useful, and helps them to develop a better understanding of what works well and what does not. Useful links with other aspects of learning, such as science, gives purpose to activities, for example, when Year 2 pupils design a menu for a balanced diet. In lessons, teachers set out clearly what they want the pupils to achieve. Pupils give careful consideration to their designs because teaching focuses on reminding pupils to think about what their device will be used for and the things it must be able to do.
131. The ability to adapt and refine their work is well established by Year 6. Pupils test out their ideas, evaluate their work as they go along and can suggest how they might use what they have learned the next time they make a structure. They also use construction sets to test out their ideas and disassemble objects to find out more about how they were made. In Year 4, pupils rise to the challenge of making prototypes of money containers. Some find the sewing task quite difficult but throughout show perseverance and attention to detail. There is good support for one another and they benefit from the extremely clear step-by-step explanation by the teacher.
132. Pupils with English as an additional language benefit from working in small groups. They have time to take on the language used, and the demonstration and discussion is at a pace they can manage, because of this, they take part enthusiastically and enjoy the activity.
133. At present, there is no co-ordinator for design and technology but the senior managers are monitoring the area. A suitable check is made that design and technology features in planning and that the projects planned ensure that activities build appropriately, on what has been taught before.

GEOGRAPHY

134. The progress made by pupils in both key stages is satisfactory overall. Pupils with special educational needs and those for whom English is an additional language, make sound progress through effective support and tasks well matched to their needs. The higher attaining pupils bring a good level of general knowledge to lessons but generally under-achieve due to insufficient challenge in the tasks set, particularly in Key Stage 2.
135. Pupils in Key Stage 1 develop a sound understanding of their local and wider areas. The younger pupils are developing knowledge about where they live and learn about their address. They develop adequate understanding of different seasons and types of weather. Year 2 pupils confidently identify different countries visited by Barnaby the bear and answer questions such as, what is the weather like, and how would you get there. Pupils confidently use a globe to find United Kingdom in the world. They know about some of the features in London Town.

136. Pupils continue to make sound progress in Key Stage 2, and by the time they are 11, pupils have learnt about the rivers in British Isles and acquired some information about rivers of the world. For example, they know that Nile is the longest river and that rivers have tributaries, sources, channels and deltas. They have adequate knowledge of directions on a compass and sound understanding of the use of keys and symbols when using atlases and maps of different scales. Pupils attend to orienteering on their residential school journey to Isle of Purbeck and undertake a useful field study at Eynsford in Kent. Year 3 pupils study the local area in detail and pupils in Year 5, study a distant locality such as Kano in Nigeria and learn about their way of life. Year 6 pupils study mountain ranges of the world and a few pupils confidently extract information required, from the CD-ROM. Most pupils however, have limited skills in the use of sources of information, such as books, maps and plans. There is inconsistent use of information technology to promote pupils' geographical skills.
137. Overall, pupils' attitudes to learning are satisfactory where the work provides appropriate challenge. They are eager, work with enthusiasm and collaborate. They apply themselves well to practical tasks.
138. The quality of teaching is satisfactory overall. It is particularly good in Year 6, where the lesson develops in well-managed stages and at a good pace with a task that provides sufficient challenge to all pupils. Most teachers have satisfactory geographical knowledge and understanding. They plan well and their lessons are based on clear aims. Teachers use appropriate methods and effective questioning. Praise and encouragement are used to a good effect in lessons. Where teaching is less than satisfactory, teacher's expectations of pupils are generally inappropriate and planning does not take account of clear objectives for learning at different levels.
139. The teaching of geography makes sound contributions to literacy skills. Effective questioning and encouragement to use appropriate terminology, improves pupils' speaking and listening skills and extends their vocabulary.
140. There is a long-term overview of topics and the school is currently trialling the National Qualifications and Curriculum Authority guidance in the subject, but it is too soon to judge effects of this on pupils' progress overall. The co-ordinator has clear direction for the subject but her monitoring role is not yet fully developed. Although some monitoring of teachers' planning has been carried out at the end of each term, it has not yet had an impact on pupils' progress in the subject. The available resources in geography are sufficient in terms of range and quality of up to date maps of different scales. The school has some reference books and materials, including suitable atlases, globes and large maps. Resources are well maintained and centrally organised. The local area is studied in detail and pupils are able to benefit from visits to local places.

HISTORY

141. Only a limited number of lessons were time tabled during the inspection. Additional evidence for progress was therefore derived from examination of pupils' work, interviews with staff and pupils and teachers' planning. Pupils' progress in history is judged to be satisfactory in both Key Stages 1 and 2. Pupils with special educational needs and those with English as an additional language make satisfactory progress.
142. In Key Stage 1 most pupils demonstrate a developing understanding of the past and a sense of chronology by their ability to sequence events and objects. For example, Year 1 pupils carefully examine some artefacts of old and new toys to understand how these have changed over a period of time. They make comparisons between their lives and those of others who existed a long time ago. Pupils are developing confidence in the correct use of words and phrases that relate to the passing of time. Through visual sources and examination of old and new toys, younger pupils discover aspects of the past and compare

them with present times. Year 2 pupils demonstrate satisfactory knowledge of the past and understand that events in history really happened and that some happened a long time ago. They have the factual knowledge of the great fire of London and have begun to understand the causes and consequences of events in the past.

143. In Key Stage 2 most Year 6 pupils recall relevant information and demonstrate sound factual knowledge of the work of the black heroes and heroines as part of the Black History Week last term. Year 4 pupils find out about the lives of rich and poor as part of their study of Tudors and Henry VIII. Year 5 pupils learn about characteristics of the past periods and recognise changes, through the study of life in Victorian Britain. However, pupils are not sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Many do not confidently ask questions from the past in order to develop their historical enquiry. Opportunities for pupils to use information technology to support research and investigation in history are also limited.
144. Most pupils are interested and inquisitive about the past. Their attitudes and responses in history are positive. They show keen interest in finding out about how people lived in the past and how things have changed over time. They behave well in most lessons and listen attentively.
145. The quality of teaching is satisfactory overall. Teachers make effective use of own knowledge and understanding of the subject and use materials and artefacts effectively to support lessons. The teaching of history makes satisfactory contributions to the development and use of literacy skills. Effective discussion about the past ensures that pupils make sound progress in speaking and listening. The teaching also contributes adequately to the development of writing and spellings. Pupils confidently use their knowledge of numbers when working on time-lines.
146. Resources are adequate in range and quality. The out of school visits to local places of interest based on class topics effectively enhances pupils' learning. The co-ordinator is clear about the priorities for the subject but his monitoring role is not yet fully developed. Although some monitoring of teachers' planning has been carried out at the end of each term, it has not yet had an impact on pupils' progress in the subject. There is currently a long-term overview of topics and the school has recently adopted the National Qualifications and Curriculum Authority guidance.

INFORMATION TECHNOLOGY

147. Pupils' attainment by the end of both key stages is in line with national expectations. At Key Stage 1, pupils are familiar with the use of computer equipment and the software that can run on such equipment. They use basic word processing successfully, choose fonts and explain their choices.
148. At Key Stage 2, pupils in Year 3 show understanding of databases and how they are used. They discuss information they have gleaned on insects and explain how they would use it to develop a simple database using different fields. In Year 5, pupils working with spreadsheets demonstrate their competence in logging on and in retrieving previous information they have saved. They interpret data on the various possibilities of saving to buy a bicycle, use predictions, label different columns and copy data from one cell to another. This is a high level of achievement for their age and shows the effectiveness of the teaching in the new computer suite.
149. Pupils including those with special educational needs and English as an additional language make satisfactory progress in both key stages. This is mainly reflected in the confidence pupils have and in the sophistication of software used. It is demonstrated when pupils in Year 5 use software like "Music Explorer" to create patterns of compositions in music by

choosing a combination of instruments and notes, and by pupils in Year 6 when they create a series of inventive posters for Christmas and the Millennium.

150. Pupils in both key stages are interested in and motivated by the use of information and communication technology. They collaborate well and are proud of demonstrating their ability. Concentration skills are good and pupils respond positively to interventions by the teacher. This was clearly demonstrated in lessons in the information and communication technology suite where pupils show a high level of motivation and enthusiasm.
151. The quality of teaching was satisfactory in all lessons observed. Much of this was in the information and communication technology suite with groups of pupils withdrawn from classes. Lessons are well structured and have clear aims. Clear explanation of these objectives and positive interventions enable all pupils to make good progress and acquire key skills. Lessons are appropriately linked to previous learning and pupils are often involved in evaluating their learning.
152. The number of computers is adequate and the school is appropriately equipped with facilities for using the Internet. Good use has been made of funding to provide training for teachers and the co-ordinator has a clear long term plan for developing the subject. Planning has been improved through the adoption of the Qualifications and Curriculum Authority scheme of work with all strands being addressed.

MUSIC

153. Throughout the school, the majority of pupils make satisfactory progress. This is mainly due to the quality of specialist teaching.
154. In Key Stage 1, pupils in year 1, name a range of instruments and categorise them by the sound they produce and learn key vocabulary when they describe how the instruments are played. In Key Stage 2, pupils playing on steel pans develop dexterity and show good control, timing and improve accuracy. They have a good sense of rhythm and the knowledge to recognise phrases. Both listening and appraising are less well developed and pupils are not taught a repertoire of songs.
155. The majority of pupils make satisfactory progress during Key Stage 2, as they are increasingly exposed to a range of opportunities for instrumental practice on steel pans, keyboards and recorders. However, because of the lack of class teachers' musical understanding and knowledge and the lack of clear links between class work and instrumental tuition, pupils' progress is unsatisfactory in some lessons.
156. Pupils' attitudes to music are good in both key stages. They participate in lessons with real enjoyment, and persevere in their effort to improve their performance. They work well together showing respect for each other. They treat instruments with care and readily help when they need to be moved or stored away.
157. The overall quality of teaching is good. In lessons observed the teaching was good or very good in over half of the lessons observed. It was satisfactory in the rest with one exception where it was unsatisfactory. In the best teaching, lessons are effectively planned and structured, providing appropriate challenge and guidance to pupils and enthusing them for the subject. Lessons are appropriately introduced with reference to skills and knowledge acquired previously and provide ample opportunities for pupils to practice and improve their performance.
158. The provision for music is enhanced through the input of the specialist teacher but this is not used to inform provision within the classroom. There is a scheme of work that was recently introduced but its successful implementation will depend on appropriate staff development.

Pupils have benefited from work with professional visiting musicians and orchestras.

PHYSICAL EDUCATION

159. All pupils, including those with special educational needs, make sound progress overall by the ages of seven and eleven. They plan and carry out activities safely and in gymnastics and dance show control when developing a sequence of moves. As they move through the school, their level of skill, poise and control increases as expected. For example, by the end of Key Stage 1, pupils carry out their tasks and show appropriate levels of control of their movements. By the time pupils are in Year 6, their skills have deepened, such that they move with increasing confidence and develop more sophisticated routines. In games, pupils in Key Stage 2 practise and improve their performance, skills and understanding so that they play recognised competitive games, such as soccer and netball. They make judgements about their own and others' performance, use this information well to improve their level of attainment and work safely alone, in small groups and as members of a team. Pupils benefit from the school's provision for swimming and make satisfactory progress. The majority can swim 25 metres by the time they leave the school.
160. The pupils' attitudes to physical education are good across the school. They behave well and listen attentively to their teacher. They usually respond quickly to instructions and enjoy their work. They wear appropriate clothing and are mindful of health and safety issues. They sustain high levels of activity, and work very well together in groups, such as when performing sequenced movements in confined spaces.
161. The quality of teaching is sound overall. Some lessons have many good features. Some unsatisfactory lessons were seen. Teaching is better at Key Stage 1. Teachers have a secure understanding of the National Curriculum requirements. Teachers plan their lessons well and lessons begin with an appropriate 'warm up' activity, and end with a good 'cool down' exercise. Discipline is well maintained and most teachers have suitable expectations of what the pupils can do. Teachers clearly explain what is expected and stop lessons at appropriate times in order to emphasise a particular point or technique. Satisfactory use is made of time, and usually little time is wasted in changing into kit. The school does not provide well for those pupils who do not participate in lessons. Too many pupils do not take part simply because they have 'forgotten' their kit.
162. Teachers encourage pupils to assess their own performance and to build upon their level of skill. However, pupils are often chosen to demonstrate not because of the quality of their work, but simply because they have volunteered. Sometimes teachers overly praise some indifferent work. Some teachers have a real enthusiasm for the subject, and they organise the activities to promote good progress and high levels of motivation amongst the pupils. Good links are made with music, such as when it is used to stimulate pupils' ideas about a dance activity. Insufficient use is made of the classroom to prepare pupils for physical education lessons, especially when the weather outside is cold. Access to teaching areas means that some lessons start late.
163. The range of extra curricular activities is satisfactory. Many of the older pupils are able to take part in some sporting activities. These include football, netball and athletics. Pupils are involved in these activities at lunchtimes, and sometimes after school and at weekends. Pupils are involved in local competitions, which supports not only their physical attributes, but also their personal and social development. Resources are satisfactory overall. However, the size and shape of the hall and the lack of an outside grass area, is not helpful to further developments in the subject.

RELIGIOUS EDUCATION

164. Standards by the age of seven and 11 years meet the expectations set out in the locally Agreed Syllabus for religious education. Religious education contributes to aspects of pupils'

spiritual, moral, social and cultural development very well. When the children first start school, their attainment is well below average. However, in the early stages, teachers make good use of story telling and discussion, and because of this, pupils develop their ideas well. Throughout the school, they make good gains in their knowledge and understanding of Christianity and other major faiths. Pupils' achievement in the older classes in Key Stage 2 is impressive in aspects of their spiritual development.

165. By Year 2 pupils know the similarities between, for example, Islam and Christianity. They draw on the stories they have heard, such as the 'Widow's mite' and the story of 'Joseph and his coat of many colours' to explain the need for people to be kind and tolerant. They know the names of places of worship for the different faiths and some of the rituals and celebrations that take place. The pupils in Key Stage 1 make a successful start to learning about different religions. They are developing a secure understanding of how they can learn from the positive actions of others and the examples set by important religious figures, such as Jesus and the prophet Mohammed.
166. By Year 6 pupils have a secure knowledge of Christianity and other faiths, such as Islam, Judaism and Sikhism. They draw on this knowledge well to help them make decisions about their own lives and to make sense of what they see about them. They are able to apply the rules, for example, from the Bible and Qur'an to their own lives and understand how rules are important for people to live in harmony. By Year 6, pupils have a good understanding of how important people in the past helped to shape the way we live today. They sensibly discuss, for example, the work of Elizabeth Fry and Lord Shaftesbury and compare this with the charitable work in which they have been involved.
167. The teaching of religious education is good; it is particularly effective in developing pupils' spiritual understanding. The pupils make thoughtful responses because the teachers are skilled at questioning and probing their ideas. Questions such as, "Why do you think some of your prayers are not answered?" produce quality answers such as, "Perhaps God feels it isn't the right thing to give – or it will not make my life any better". Younger pupils in Year 1, develop a greater understanding of the work of Jesus because the teacher reads the story of 'feeding the five thousand' in a lively manner capturing their interest. This also fosters good attitudes towards their work. After time to consider what they might have done if they had been there that day, they settle quickly to the task of illustrating or writing a miracle of their own. They recognise that a miracle is something that is not easily explained but they realise that it may be in answer to a prayer or a blessing, as when Jesus blessed the loaves and fishes.
168. Teachers make good use of resources. For example, the teacher uses the Prayer of Mohammed to give greater insight into why people pray, because of this, pupils in Year 6 develop some thought provoking prayers. These show a high consideration for others as well as asking God for support for themselves. Teachers also use visits and artefacts well to further develop understanding, because of this, pupils talk about their experiences well. For example, in Year 2, pupils understand the significance of a mosque and the prayer mat to Muslims.
169. The pupils show high levels of respect for other beliefs because the teachers make good use of the pupils' own religious backgrounds to foster understanding. This shows in the way pupils talk, for example, a Year 6 pupil says, "if you know about other people's religions you are less likely to show disrespect and knowing means you have nothing to fear." Younger pupils in Year 2, compare different faiths and in discussion emphasise the similarities, seeing this as a positive feature and stressing that whilst people may follow different faiths they all believe in a God. Any differences they see as interesting and enjoy using their knowledge of religious terms to describe places of worship or religious artefacts. The teachers plan their lessons well; they use their knowledge of the pupils to pitch their questions so that pupils of differing attainment and those who have English as an additional language are fully involved.

The pupils are learning the right things for their age and attainment because the teachers' planning provides the right challenge to move learning on. The teachers show good subject knowledge and they impart this well to the pupils, often through lively discussions, story telling or challenging activities. This inspires the pupils and because teachers expect the most from them, pupils work hard. Teachers set out clearly what they want the pupils to learn, because of this, the pupils settle quickly to their work. The pupils' good and sometimes very good attitudes reflect the effective teaching. The pupils are eager to learn about other faiths, older pupils particularly enjoy the chances given for discussion and to share their ideas. Preparing presentations about their own religious beliefs fosters the importance of research and homework and supports pupils' speaking skills effectively.