

INSPECTION REPORT

St. Peter's Church of England

Primary School

Walworth, London

LEA area: Southwark

100839

Headteacher: Mrs. Dacey

Reporting inspector: Graham Rowlands

Dates of inspection: 30 April 2001 – 3 May 2001

Inspection number: 196768

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Liverpool Grove
Walworth
London

Postcode: SE17 2HH

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Appropriate authority: The governing body

Name of chair of governors: Rev. Giles Goddard

Date of previous inspection: 2 December 1998

INFORMATION ABOUT THE INSPECTION TEAM

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19935	Graham Rowlands	Registered Inspector	History Geography Physical education Equal Opportunities	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
32665	Caterina Lewis	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
28065	Alexander Miller	Team inspector	English Mathematics Design and Technology Art and Design Special educational needs	How good are the curriculum opportunities offered to pupils?
22577	Margaret Hart	Team inspector	Under 5s and foundation stage Science ICT Music	
17171	Mary Last	Team inspector	English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's Primary School is a medium size primary school with Church of England Voluntary Controlled Status. It has 210 full-time pupils, aged between four and eleven years. The school is situated in the London borough of Southwark, and serves a community that has high levels of unemployment, poverty and single parent households, and is deemed to be a socio-economic depressed area. The majority of children live close to the school in social housing and the percentage of pupils entitled to free school meals is above the national average. On entry to the reception, children have well below average standards, particularly in language. Over 78% of the pupils come from ethnic minority backgrounds and nearly 45% come from homes where English is not the first language. There is an average percentage of pupils with special educational needs, but 3.3% of pupils have statements, which is above the national average. The school was also subject to a separate inspection for its Religious Education provision.

HOW GOOD THE SCHOOL IS

St. Peter's Primary School is a good school. It is achieving good standards when compared with similar schools and is very effective in supporting pupils with special educational needs and those for whom English is not their first language. The leadership and management of the school are very good. There is a clear commitment to raising standards whilst also developing the personal and social education of the pupils. The quality of teaching is good with considerable strength in the reception year. Pupils achieve well in their work in relation to their attainment on admission. The governing body provides very good support to the school. The school provides good value for money and has the capacity to raise this to very good value for money if they continue to maintain the rising standards in the school.

What the school does well

- The very good leadership and management of the school.
- Provision for pupils' spiritual, moral, social and cultural development.
- Relationships are very good. Pupils are developing very good personal and social skills and behave well.
- The quality of teaching and learning at the foundation stage.
- Provision of extra-curricular activities.
- The very high standard of support by the non-teaching staff in the school is a strength.

What could be improved

- Standards in information & communication technology, particularly at infant stage.
- Standards of pupils' extended writing, speaking and listening skills across the curriculum.
- The role of the co-ordinator in the sharing of good practice in teaching across the school and addressing the quality of marking in their subjects.
- Provision for the more able pupils.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1998 when it was removed from special measures. The school has made very good progress since then in addressing the key issues, The school's very good management has been maintained and despite difficulties in staffing the school's capacity for further improvement is very good, due to a high level of commitment. The school has further improved the formal system of monitoring standards, which is having a positive impact on teaching and learning. Curriculum planning, including assessment, is now sound. Statutory requirements in physical education and information & communication technology have been met, as have the requirements for the recording of attendance and the provision of a policy for sex education. There has been an impressive turnaround in standards. Pupils' attainment in reading has improved, and reading across the school is good. The school has made very good progress in mathematics. Attainment at infant stage is very high in comparison to the national picture, with pupils at junior stage achieving standards in line with the national average. In science, there has been a marked improvement since the last inspection, particularly in carrying out scientific investigations. The quality of teaching has improved due to the conscientious way the headteacher and governing body have monitored and evaluated this

aspect of the school. In addition, the effectiveness of the support staff has improved considerably. They are now a strength of the school.

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	
	1998	1999	2000	2000	
English	E	E	C	A	well above average above average average below average well below average
Mathematics	E	E*	C	A	A B C D E
Science	E	E	B	A	

These results show that, in 2000, the performance in English, mathematics and science has much improved since the last inspection, and was close to the national average with standards in science above average. Compared with schools with similar intakes, performance is well above average in English, mathematics and science. The trend of improvement has been above the national level in all core subjects.

In work seen during the inspection, standards of the current Year 2 remain average in English, mathematics and science. Standards of pupils in Year 6 are however, slightly below average in English, mathematics and science, and those expected to achieve level 4 in the forthcoming end of key stage assessments are likely to be lower than the 2000 results. There are five pupils with statements of special educational need in this class, which the school anticipates will affect the overall results for the school. Pupils are on course to reach the original targets set in English and mathematics.

Pupils at the foundation stage attain expected levels overall and make very good progress in their personal, social and emotional development and also in communication, language and literacy achieving good standards in relation to their attainment on entry.

Pupils at the school achieve at least expected levels in all subjects of the national curriculum, which were seen and above average in physical education. There was insufficient evidence to judge pupils' achievement in music at both key stages. Pupils with English as an additional language and special educational needs are supported well and make good progress, but there are not enough demanding tasks for more able pupils so that they can achieve their best.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and show an interest in their work.
Behaviour, in and out of classrooms	Good. Pupils behave well, both in the classroom and around the school especially at lunchtimes.
Personal development and relationships	Very good. Pupils show respect for other's feelings and are considerate. Relationships in the school are good.
Attendance	Satisfactory, but punctuality is unsatisfactory.

The school's ethos is extremely positive and all pupils are valued. Staff encourage pupils to work hard and achieve their goals. Pupils' cultural diversity is celebrated and children work and play together well. Pupils show respect for each other. Good relationships and pupils' personal developments are a feature of the school and enhance learning.

TEACHING AND LEARNING

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

The teaching seen was very good in the foundation stage (reception). Across the school, the quality of teaching was: excellent in 2% of lessons; very good in 21%; good in 30% and satisfactory in 45%. In addition, there was a very small percentage 2% of teaching, which was unsatisfactory. This is a good achievement since over half of the teachers have only recently started teaching and lack experience. They have received good support, which is a key factor in the quality of teaching; in addition, their clear commitment to the school and to improvement is to be commended. The quality of teaching in English and mathematics is satisfactory. The key skills of English are well taught in all age groups, but there is limited development of speaking and listening both in English and across the curriculum. In addition, opportunities are missed to develop writing across the curriculum. Teaching in mathematics is satisfactory overall, but at junior stage, it is consistently good. Teachers have satisfactorily adopted the literacy and numeracy strategy and the format of these sessions are used when teaching other subjects. Teachers, in general, plan interesting and wide-ranging activities and have clear learning objectives for their work. Teachers cater well for the needs of pupils in the class, especially for those with special education needs and pupils with English as an additional language. The school allocates valuable additional adult support to these groups of children, and this results in these pupils making good progress. Teaching, however, does not always cater for the needs of the most able, by providing challenging work. In addition, teachers vary considerably in the quality of marking and their expectations of how pupils present their written work. The school has worked hard to have a consistent approach to managing pupils' behaviour and all teachers have high expectations of behaviour. The introduction of the new information & communication technology suite has given an impetus to the subject and is enthusiastically supported by teachers and pupils. Ancillary and support teachers' contribution to lessons is very effective. The setting of homework has been inconsistent in the past but is improving.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The statutory curriculum is in place and there is a good range of additional activities.
Provision for pupils with special educational needs	Provision is good. The school offers good support. Pupils are carefully assessed and they benefit from extra in-class support.
Provision for pupils with English as an additional language	Good provision. Additional support is of a high quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school develops a range of opportunities to promote positive values in pupils.
How well the school cares for its pupils	Very good provision. Staff know their pupils well. This is a caring school and pupils recognise and appreciate what is done for them by staff.

The school is working well in partnership with parents and goes to great lengths to encourage them to become involved in their children's learning. Parents feel welcome in the school and are supportive of it. An increasing number of parents play an active role in school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	Very good. The headteacher provides excellent leadership motivating and developing a sense of purpose. She is supported well by the senior staff.
How well the governors fulfil their responsibilities	Very good. They are knowledgeable, well informed and closely involved in the school.
The school's evaluation of its performance	Very Good. The school effectively analyses its strengths and weakness and is realistic in its approach of prioritising areas for development.
The strategic use of resources	Good. The school manages its resources well. Staff and governors seek to obtain best value for money.

Strengths in leadership and management include the very able and respected headteacher and the very good relationship at all levels. Responsibilities are generally delegated well, but management roles and responsibilities are being reviewed and stabilised through changes in teaching personnel. The school is effective in seeking to ensure best value in its spending decisions by questioning what it does and ensuring funds are spent wisely. Levels of staffing are high and are appropriate for those pupils who have special educational needs and English as an additional language. There are sufficient good quality resources for learning and the school makes the best use of the limited facilities offered by the outdoor site. Accommodation, overall, is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and make good progress. • Parents feel comfortable about approaching the school – they like the open-door policy. The school sets high standards. • The school is well led and managed. • The school helps children become mature, responsible and confident. 	<ul style="list-style-type: none"> • The consistency and quality of homework. • A wider range of activities outside lessons. • Information about children's progress.

The vast majority of parents voiced positive views about the school and the inspection team agrees with them. Parents feel welcome in the school. A small but significant number of parents felt the school did not keep them well informed about their child's progress. The inspection team did not agree with these views – evidence points to the school making every effort to keep parents involved in their child's learning. The setting of homework has been inconsistent in the past, but is now well planned and improving, and the school offers a wide programme of activities that enhance learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the published results of the end of infant stage national tests for summer 2000 were above the national average in reading and mathematics, but below in writing. Standards in science were well above the national average. When compared with similar schools they were very high in reading and mathematics and well above in writing. The percentage of pupils gaining the expected level 2 or above in these subjects was above the national average. In comparison the percentage of pupils, gaining the higher level 3, although above average in science and mathematics, was below in English. In comparison with schools in similar contexts, the percentage of pupils achieving level 2 or above was well above average in these subjects. These results reflect the very good teaching of the basic skills in the reception class, which is consolidated at infant stage.
2. The school's results in the summer 2000 national tests for 11-year-olds showed that performance compared to national average in English, mathematics and science was close to the national average. In comparing these results with schools of a similar intake, performance was well above average.
3. Results for the oldest pupils over the past four years show an upward trend. The improvement in results, the school recognises, is because of better teaching in the school that has influenced pupils' learning. The school met its stated targets for English and mathematics in 2000. The school anticipates a dip in results due to the above average number of pupils with statements for special needs in the Year 6 class in the 2001 tests. Pupils are set realistic, appropriate and achievable targets based on comprehensive analysis of individual pupils' progress.
4. Standards in English and mathematics in the work seen overall was in line with expected levels in both key stages. Standards in science are broadly in line with expectations for pupils age 11 and slightly below expectations at age seven. This is due to the unsettled staffing situation and, although work in books is of an appropriate standard, pupils' knowledge is not yet totally secure.
5. There has been very good improvement since the last inspection in English and mathematics with good improvement in science. The introduction of the Literacy Strategy has had a positive impact on standards, particularly in reading. This again helps to raise standards across the curriculum. Standards achieved in writing are not as good as reading, but there is evidence they are improving at both key stages. The school is featuring through their school improvement work, writing skills as a priority and this is having an effect of raising standards in the school. Opportunities for extended writing, however, are limited, and there are inconsistencies in the standards of presentation. Pupils' speaking and listening skills are not well developed, and this influences pupils' abilities to respond to teachers' questioning.
6. The Numeracy Strategy is beginning to impact on the progress that pupils make and the standards they achieve. Opportunities to apply mathematical skills and knowledge are used in other areas of the curriculum. In science, there is a greater emphasis on investigative skills. Despite this very good picture, higher attaining pupils, however, are not fully challenged. The school has identified this as an area for school development.
7. In lessons seen, there was no significant variation in the rates of progress made by girls compared to boys. In addition, results show that there are no significant variations in the attainment of pupils learning English as an additional language compared to other pupils in the national tests. Progress of these pupils is good and enables them to have access to the full curriculum as quickly as possible. Pupils targeted for additional support by the Ethnic Minority Achievement Grant make good progress. There is a good system of identifying and supporting learners of English as an additional language and this contributes significantly to their progress. Pupils with special educational needs are achieving well, according to their ability and in line with the targets set for them in Individual Education Plans. The school analyses the gender trends from its results and takes appropriate action as necessary. An emerging trend in English at infant stage in reading is that boys out-perform girls, which is contrary to the national picture.

8. Provision for children in the foundation stage (reception) is very good and is a strength of the school providing children with a good range of experiences that promote learning well. The levels of attainment on admission to this school are well below the local authority's average. Very few children have well-established social, personal and learning skills, which are well below what is expected for children of their age. During their time in the reception class, they make very good progress; almost all reach the appropriate learning goals in all areas of development and many children do much better than this. This is due to the good quality and breadth of the curriculum and very good teaching. A minority of pupils do not reach the expected standard in language and literacy, although they still make good progress. This is because these children began school with poor language skills and have not spent enough time in school for them to reach the level of achievement of the majority of pupils of the same age nationally.
9. Standards in art and design, design and technology, geography and history in both key stages are at least satisfactory and pupils reach expected standards. Standards in information & communication technology at infant stage are slightly below average, but are broadly in line with expectations at the junior stage. This is because pupils have only recently had access to the new information & communication technology suite and this has not yet sufficiently influenced standards for these younger pupils. In physical education, standards are good overall and often reach high standards in their work. In music, there was not enough evidence to make secure judgements. There are improvements in history, geography, design and technology, information & communication technology, in which pupils' progress was judged to be unsatisfactory in the previous inspection.
10. Pupils with special educational needs, although achieving standards below those expected, are making good progress. This is because of the high quality of the support they receive. Progress of pupils with English as an additional language is good and offers them total access to the curriculum. Again, this is because of the high quality, additional specialist support they receive. However, recent reading results show that a significant proportion of these pupils are not yet achieving expected standards. The school has sensibly identified this and has targeted additional support. There is however, within class a lack of consistency in teachers' planning for these pupils' individual needs, which slows progress.

Pupils' attitudes, values and personal development

11. The vast majority of pupils have very good attitudes to learning. They are keen to come to school. Children in reception class happily leave their parents and settle quickly into the family atmosphere of the school. A number of pupils regularly arrive early before school and remain after school to assist teachers. Most pupils are enthusiastic, keen to participate and sustain good levels of concentration. They work hard to achieve success and enjoy being challenged. They respect the efforts of others and are willing to learn from their own and others' mistakes.
12. The school has high expectations of pupils' behaviour. The standard of behaviour is good overall. An effective system of rewards and sanctions is in place; all staff work hard to maintain acceptable levels of behaviour. They are consistent in their implementation of routines and pupils know what is expected of them. Pupils have had a large input into the school Behaviour Support Plan and are involved in drawing up classroom rules; these are agreed and displayed prominently throughout the school. Pupils know the rules and the majority abide by them. Staff provide good role models and relationships are very good. The atmosphere in the school is calm and friendly and this has a positive impact on pupils' learning.
13. During the day, pupils move sensibly in and around the school and play co-operatively at lunchtimes and break times. The behaviour in the hall during whole-school assemblies is exemplary. They walk to church sensibly and show appropriate respect and reverence. Throughout the school, pupils are friendly and show courtesy and consideration to each other, the staff and visitors. During lessons, the majority of pupils listen well to adults and to each other. They organise themselves efficiently into groups and settle quickly. There are a significant minority of pupils throughout the school, however, who need the constant support of their teachers and adults to manage their behaviour appropriately.
14. Pupils in Year 6 are trained Guardian Angels: they are mediators in the playground and '*fly to the assistance of younger pupils*'. They take their responsibilities seriously and are having a positive effect on maintaining good relationships. The School Council and Guardian Angels feel that they help to make the school a better place and that behaviour has improved since the

appointment of the present headteacher. There was no evidence of oppressive behaviour, bullying or racism during the inspection. Any incidents of inappropriate behaviour are dealt with swiftly and sensitively.

15. Younger pupils are developing independence as they make choices about their food. Groups of pupils help the mid-day supervisors to set out tables and clean up after meals. Pupils are responsible for taking out and putting away play equipment at lunchtime and trained supervisors play traditional games with them.
16. Pupils from Year 1 to Year 6 are eligible for election to the School Council. Members are democratically elected; all pupils and staff are able to vote. The School Council is becoming more independent; it has its own budget and projects - for example: a school newspaper and purchase of playground equipment. The Council has input into school policies and members attend governing body meetings.
17. There have been nine exclusions in 1999/2000, including one permanent exclusion, all for poor behaviour. The school behaviour policy, which includes parents and children accepting a clear code of conduct, has had a positive impact on behaviour. There were no exclusions in the school this year.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching has improved substantially since the last inspection. It is now good overall. There has been a complete change in senior management and teachers. The school has recently experienced several more changes with: the promotion of the deputy headteacher; a teacher on maternity leave during the inspection; two newly qualified teachers and several staff with limited teaching experience. Despite this, staff are very clear of the school's expectations and work hard to provide a consistent approach to teaching. Teaching is excellent in 2% of lessons, very good in 21%, good in 30% and satisfactory in 45%. Teaching is unsatisfactory in 2% of lessons inspected, due mainly to inexperience in class management.
19. Teaching in the reception class is of a high standard – teaching in all areas of learning is consistently good and there are examples of very good teaching, particularly in reading, numeracy and personal, social and emotional development, leading to very good progress. In particular, the very good teamwork and deployment of classroom assistants is a strength. Very good assessment procedures, which include constant discussion with support staff, sampling of pupils' work, and careful recording of how well pupils achieve in terms of the lesson objectives, are used effectively to adapt future lessons, in relation to matching of work to meet children's individual needs. Good links are made between subjects; for example, the teacher explained carefully the use of the space bar on the computer keyboard, comparing it to the *'finger'* space children learn to leave when writing. Expectations are very high, for both learning and behaviour, and the teacher ensures that there is always work available that is difficult enough to make even the most able work hard. Good behaviour is explicitly taught and staff set very good examples. At the same time, relationships are very good and children trust the adults and are able to relax in the classroom. Lessons have good pace and therefore time is well used; for example, after a lively session in the playground, the group was brought in and settled ready for a numeracy session extraordinarily quickly, making very good use of time and developing very good work habits.
20. Literacy and numeracy are given a high priority across the school. Teaching in English and mathematics is satisfactory at infant stage and good at junior stage, with examples of very good teaching seen. Teachers in infant classes are less experienced and some are relatively new to the school. Nevertheless, new staff have been well supported by senior staff, and there is a consistent approach to teachers' planning, with all elements of the national literacy and numeracy strategies in place. Lesson objectives are made clear to the pupils and work is generally well matched to their abilities. In English, skills are taught well, with the exception of handwriting – where there is an inconsistent approach. In addition, there is insufficient emphasis on writing for different purposes across other subjects. All mathematics lessons follow the three-part structure recommended and teachers share clear learning objectives with pupils and plan different group work during the lesson. Planning in mathematics often misses opportunities for more able pupils to be suitably challenged. In both literacy and numeracy lessons the end of lessons are used well to extend pupils' understanding of the key points.

21. Teaching in science is satisfactory in the infant classes and good in the junior classes. It stresses pupils' understanding and scientific vocabulary to enable all pupils to succeed. Work planned by teachers helps develop their independence, building on previous experiences. The quality of teaching, however, ranged from satisfactory to very good. Subject knowledge is sound. At best, teachers use a range of teaching aids and reinforce current technical language in clearly structured and interesting lessons.
22. Teaching in design and technology is good overall, with well-planned lessons with clear objectives that help pupils complete work of a high standard. Teaching is at least satisfactory in art and design, geography and history. In physical education, the quality of teaching was good to very good, with well-structured, imaginative lessons that allowed pupils freedom to express themselves. In music, there was insufficient evidence to judge provision, but evidence of pupils' previous work indicates satisfactory teaching across the school. Teaching in information & communication technology is improving due to in-service training and access to up-to-date information and communication technology equipment.
23. In the best lessons, expectations are clear, the pace of learning is good, and pupils feel challenged. Overall, teachers have satisfactory subject knowledge. There is specialised teaching in information & communication technology and music through the provision of a drum workshop. Teachers use the time and resources satisfactorily. Teaching is weaker when the pace of the lesson slows and too much time is spent on getting pupils to respond and co-operate. Assessment is good in English and mathematics, but not consistently used on a day-to-day basis in other subjects. The regular on-going or day-to-day assessments by teachers in other subjects, though, is inconsistent. The work of some children is not marked on a regular basis. There is a need to ensure that when comments are made by the teacher they are helpful in promoting children's learning, in terms of what the child needs to do to improve his or her work, as happens in Year 4 Literacy. The recently appointed assessment co-ordinator has evaluated provision and is aware of some shortcomings in the school's systems and, through recent in-service training, he has acquired appropriate ideas for the school to trial in the near future.
24. Marking is inconsistent, with examples of pupils' written work neither marked nor acknowledged. There are limited examples of detailed and constructive marking, which gives pupils clear feedback on how to improve their work. In particular, in foundation subjects, there is insufficient expectation from teachers for work that is well presented and with neat and careful handwriting.
25. Relationships at the school are of the highest quality and this has a significant influence on the response by pupils to staff. Teachers encourage pupils to do their best, this results in the rise in pupils' confidence, and self esteem. Teachers and support staff manage pupils' behaviour well, using a calm, friendly and consistent approach. Pupils' ideas and views are valued and this helps to make pupils feel their contributions are worthwhile.
26. Pupils with special educational needs are well supported by specific Individual Education Plans. Individual educational targets are set that are realistic and achievable. Support staff are used very effectively and make a considerable contribution to the good progress these pupils make. At times, however, planning by teachers within lessons does not meet the needs of all pupils. Whilst teachers group pupils according to ability and identify staff to support them, specific learning objectives are not identified. This leads to a lack of focus on some pupils needs, for example, the more able pupils who are not sufficiently challenged. The very good support from the specialist support assistant for pupils with English is an additional language has however, compensated for this weakness and has a considerable and positive impact on their good progress. This is a clear strength in this provision. Pupils respond well to her firm, friendly approach. She also plans effective work for other subjects. For example in science, she assisted the teacher to prepare work on the topic being taught and identified relevant text from the library to support the work.

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

27. The school provides a sufficiently wide range of curriculum activity, but concentrates particularly in raising standards in literacy and numeracy. This has been successful, as standards have risen considerably, but work is still required on speaking and listening and writing skills.
28. The curriculum for the children in the reception class is appropriately based on the 'stepping stones to learning' and provides a well-balanced programme, which gives children good experience in all areas of learning. The National Numeracy Strategies and Literacy Strategies are implemented in this class and there is a strong focus on the development of basic skills. This has resulted in children making very good progress from a low starting point.
29. The curriculum for pupils age five to 11 includes all subjects of the national curriculum. Teachers base their planning on national guidance but this has not yet been sufficiently monitored or adapted to suit the school's needs. For example, given the high percentage of pupils for whom English is an additional language, there are limited opportunities planned to develop speaking and listening skills, through drama, role-play, or debates, in subjects such as history or geography. The pupils' range of vocabulary is impeding their explanations and ability to give extended answers across many areas of the curriculum. Pupils use skills from their lessons in mathematics in a range of subject areas including science, design and technology, art and information and communication technology. They also use their writing skills across the curriculum but opportunities for extended writing in other subjects is limited. Pupils are not in general sufficiently encouraged to transfer their skills to all writing tasks they undertake.
30. The school uses opportunities to enrich the curriculum very well. Very good use is made of visits and links with the community. These include residential visits for pupils in Year 6 and for Year 5 who have recently been to a centre in Dover. All pupils make regular short visits outside the school to support their learning about aspects of art, history, geography and design and technology. Pupils are also given opportunities to work with artists in residence and visiting musicians. A range of extra curricular activities takes place. An after-school care club is located in the school. Pupils benefit from the school's links with cultural, environmental and sporting facilities – both locally and in the wider community. They have represented the school in music and singing. Pupils benefit from the professional counselling provided by the school to enable them to develop social skills and achieve academically. Staff give generously of their time to run a variety of before and after school activities. The Booster Literacy and Numeracy classes and after-school homework club are very well attended and are having a positive impact on standards. Pupils learn to respect and handle fragile creatures in the Wild Life club and plan for the proposed school pond.
31. The school makes good provision for personal, social and health education of the pupils. Policies on sex education and drugs awareness have now been produced. This is an improvement since the last inspection. There are regular opportunities for pupils to discuss issues through coming together at "circle time" and the School Council provides a useful and relevant forum for discussing issues related to the wider school community. Pupils have the opportunity to take responsibility within the school such as class monitors and when the older children assist with supervision of younger pupils during wet lunch breaks.
32. The school is committed to equal opportunities and inclusion, and works hard to meet the needs of all pupils. Every pupil, including those with special educational needs and English as an additional language, has equal access to all aspects of the curriculum. The provision for pupils with English as an additional language is good. They receive additional specific guidance from very competent support staff, as in a Year 4 art lesson when the structure of chairs was discussed, and a Year 3 lesson in mathematics when calculating division questions by the process of repeated subtraction.
33. Provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is fostered through a variety of experiences, collective worship and links with the local church. During the inspection week, for example an assembly was held in the church. Pupils listened in rapt attention as the vicar talked of his experience in running the London marathon, including his feelings and emotions at completing the course. In this way, pupils were able to reflect on his endeavours, in a spiritual atmosphere.

34. Moral and social development has a high focus in the school. Children realise the difference between right and wrong and staff have high expectations of behaviour. Whole school strategies are in place to manage the behaviour of pupils. Adults in the school are good role models for the pupils. The School Council provides pupils with the opportunity to play a more significant role in the school community and enables them to make real decisions that affect the life of the school. Pupils' work is valued and attractively displayed within classrooms and around the school. The school supports charities and appeals such as "Red Nose" day. In particular, links to the community are strong, and are used very effectively to develop social skills. For example, pupils have had tea at the office of the leader of the local council and have met and questioned candidates at the election of the Mayor of London. Older pupils, who attend residential study camps and hill walking expeditions, develop social skills, teamwork and improved fitness. They set targets for themselves and evaluate their progress.
35. Displays around the school reflect its Christian foundation, but pupils are taught to respect the beliefs and practices of others as Year 6 highlighted in their class assembly when they talked respectfully of the beliefs of Islam within a description of a Muslim place of worship. Visiting musicians and artists add further dimensions to the cultural development of the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school justly takes pride in the excellent care demonstrated by members of staff for the welfare of the children in their care. Very good knowledge shown by the teachers of individual pupils enables them to respond to their personal and social needs. Younger children, on entry into school, benefit from very caring attitudes and they quickly settle into the routine of the school. The school environment is safe and secure and, for many children, offers a haven of support. Adults encourage pupils to approach them for help and advice, which leads to strong relationships in the school. This results in pupils growing in confidence and being able to make the best of the opportunities the school offers and so making good progress.
37. The school has appropriate policies for health and safety, and follows the local education authority procedures for child protection. The governors fulfil their responsibilities for health and safety, including those for regular risk assessments and fire checks. The school has designated a person qualified in first aid, and all staff have attended appropriate training in emergency first aid. The headteacher is the designated member of staff for child protection and all other members of staff are knowledgeable of the procedures and their responsibilities in this region.
38. There are secure arrangements to ensure the safety and well being of pupils before and after school and throughout the day. Trained mid-day supervisors ensure the continuity of care during the lunchtimes. They are fully involved in the school behaviour support plan and reward scheme, and record incidents in their own record books.
39. The school has worked hard to build very good procedures for promoting behaviour. There is a good policy for the positive management of behaviour, which is fairly implemented. There is a system of rewards, which motivate pupils. Sanctions are equally well incorporated with clear steps appropriate to the level of behaviour. Parents are involved when appropriate. Pupils take an active role in promoting good behaviour through the School's Council and Guardian Angel Scheme. This system has gained the respect of pupils and adults and has proven to be very effective. The vast majority of parents believe the behaviour in the school is good and this was confirmed by the inspection.
40. The school has very good procedures for monitoring attendance and absence. Pupils' attendance has improved since the last inspection and, at 94.92% is broadly in line with the national average. Lateness remains a problem, despite the very good efforts made by the school. For example, pupils, who have excellent attendance and punctuality, receive a certificate at the end of each term and a prize at the end of the year. Parents taking extended family holidays in term time affect the overall rates. A significant number of pupils are late every day in each class. Registers are completed meticulously and lessons start on time; the times of late arrivals are recorded and range from five minutes to two and a half hours. The school has set targets for improvement of attendance and punctuality. Absences and late arrivals are monitored and followed up rigorously.

41. The school has worked hard to develop its approach to monitoring progress in English and maths, which is good. This has contributed to the rise in standards in these subjects. The analysis of results is used to set targets for pupils. The school makes good use of its formal assessment processes. For example, reading is monitored and note made of pupils failing to make the desired progress. This helps to target where additional support should be given.
42. Provision for pupils with statements of special educational needs is very good. Annual reviews are very focussed and very good use is made of outside agencies' support. The assessment and monitoring of pupils with special educational needs and English, as an additional language is good. Special needs pupils have clear Individual Education Plans and these are reviewed regularly. Teaching assistants have a good knowledge of these and within the class they help to make regular assessments. Learning support assistants usually keep very good and, in some cases, excellent assessments and monitoring records on specific special needs pupils in their charge.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The majority of parents are very appreciative of the work of the school. They value the openness of the school and the approachability of the staff. Parents of children in the reception class have good daily contact with the class teacher. The headteacher gives a good deal of time to have contact with individual parents.
44. The quality of information provided for parents is good and is a notable strength of the school. The school produces an informative prospectus and monthly numbered newsletters that keep parents well informed about school matters, for example the effects of lateness and absence, and the need to support their children's reading and homework tasks. They receive helpful information about what is being taught each half term. Copies of the newsletters and curriculum information sheets are posted in the outdoor parents' notice board. Parents are consulted about the homework policy and are included in the Action Plan working party. They have had a large input into the Behaviour Support plan. A copy is sent to parents annually to remind them of the contents.
45. The school makes strenuous efforts to involve the parents in its life and work, and encourages them to support their children's learning at home with variable success. However, despite these efforts activities such as informal *'tea with the class teacher'* are very poorly attended. In addition many parents are slow to attend the formal meetings held in the autumn and spring terms. In the many instances, where parents fail to attend the formal meetings, the written annual reports are posted to them after the end of the summer term. Curriculum workshops are held and again the attendance is variable.
46. Overall, parents make a satisfactory impact on the work of the school. A small number of parents regularly assist teachers in the classroom in the infant classroom. They listen to readers; help with sewing and physical development in reception class. Others make valuable contributions to topic work, for example, a parent and grandfather talked to the children in Year 1 about their favourite toys in a history lesson on toys from the past. Adult helpers feel confident in what they are expected to do and valued for their contributions. The majority of parents are supportive of the school's homework policy. Many parents provide valuable support to their children's reading development through hearing them read at home. The vast majority of parents do support social activities, such as sport days and school trips. Class and church assemblies, however, are very poorly attended. Although the school has found it difficult to establish a formal Parent Teacher Association, parents raise substantial funds for the school. The funds raised are used to pay for educational visits and visits for pleasure and entertainment.
47. Some parents expressed concerns about homework and the desire for more extra-curricular activities for their children. The inspection team does not support these views as the school has made considerable efforts to meet these issues.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school is very well led and successfully managed. The headteacher has excellent leadership qualities, a very clear vision for the school and is an experienced, able and well-respected leader. She took over the school at a low point and has put in place relevant aims and policies to raise standards in all aspects of the school, which are totally reflected in the work of the school. She is keen to ensure that the school provides equal opportunities for all pupils, irrespective of their educational background, capabilities, gender or culture. The school has experienced staff turnover in recent times. Several staff are newly qualified or new to the school. The deputy head has been in place for less than two terms. The school is beginning to stabilise and the new staff, in their various roles, are contributing effective support to the head. There is a shared commitment to improvement, a drive to raise standards for all pupils and evidence that the current staff have the capacity to succeed. The school's teaching and non-teaching staff operate as a team, and decisions are based on their collective decisions under supervision of the headteacher.
49. The monitoring role of core subjects co-ordinator has developed well over recent years, and, although a significant number of current co-ordinators are recent appointments, they share a clear understanding of what should be achieved. Co-ordinators in the core subjects are well informed and effective in prioritising their subjects and in monitoring standards. This is acting as a role model for co-ordinators of foundation subjects, which need further development. This will ease in the new academic year, when curriculum areas are re-allocated across all the staff. Although all teachers contribute well to joint efforts to raise standards, newly qualified teachers in the school do not take on an area of responsibility in addition to teaching a class, but contribute well, sharing their expertise with other members of staff.
50. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. The school monitors its performance very well. It responded appropriately to the key issues from the 1996/98 inspections, to carry out assessment of pupils' achievement and to monitor teaching and attainment. It uses a battery of tests, including information from its own tests and from national assessments to track individuals and year groups, and to question its performance against national averages and that of similar schools. This is an ambitious school, which believes all their children should be striving to reach national averages. The headteacher, deputy and core curriculum co-ordinators personally monitor standards of teaching and the quality of the curriculum. They provide written and verbal feedback to staff and plan for improvement. The foundation co-ordinators' monitoring of their own subjects is not as well developed. Co-ordinators sample planning of pupils' work and provide training for staff. Direct observation of lessons or working alongside colleagues is not yet developed, but is part of the school's plan for the immediate future. Monitoring has led to well-focussed initiatives, for example – to give pupil booster classes for infants and juniors.
51. Special educational needs rightly have a high priority and the governing body exercises its statutory duty fairly towards this provision. An appropriate qualified member of the governing body has been recently appointed as the named governor to be responsible for keeping them informed on special educational needs matters. The leadership and management qualities of the special needs co-ordinator and the special educational needs support are good. The head teacher has taken over the role during the co-ordinator's maternity leave. Records are well maintained and pupils' progress is carefully recorded. Funding for pupils with special educational needs is used appropriately, primarily to provide additional support staff. The high level of support that is provided has a very positive impact on the progress of these pupils.
52. The management of provision for pupils with English as an additional language is good. The staff who support this group are well qualified for the role and are aware of pupils' needs. Good systems are in place to identify needs, monitor progress and liaise with class teachers. Ethnic diversity is valued and celebrated in the school, and this contributes to the school's equal opportunities ethos. The provision for English as an additional language is now effective and is a significant factor in the good progress pupils make.
53. The School Development Plan (SDP) is a good working document with well set out priorities for the coming year in detail, and an outline for a five year period. The SDP gives a direction to the development of the school. The school has built well on the action plan from the previous inspection by addressing each issue in turn from within the main school development plan. This has been instrumental in bringing about a realistic plan linked to the budget and clear criteria by which the success of initiatives will be judged. Foundation subject co-ordinators need to

produce good action plans for their development of their areas of responsibility, but need time and support to succeed in implementing them.

54. The governing body plays a full part in the life of the school and has substantially changed personnel since the last inspection. The full governing body meets regularly and the committee system works effectively. The chair of governors works closely and effectively with the headteacher, and other governors have taken on responsible roles to establish good working practices. Relationships between the school and the governing body are very good. Governors visit the school regularly and are familiar with its day-to-day workings. They work closely with curriculum co-ordinators and have a working knowledge of the curriculum subjects in the school. Governors are treated with respect and ask sensible questions about the strengths and weaknesses of the school. Governors ensure that standards required are met and shortcomings in the last report in this area have been successfully addressed.
55. Staff are hard working and completely dedicated to the school. The school prides itself on its team approach to addressing issues. Staff are supportive of one another. They bring together a range of interest and expertise to the school. Staff, including newly qualified staff, feel their views and opinions are valued. Effective systems are in place for newly qualified staff and teachers new to the school. Staff appraisal and staff development adhere to national guidelines and performance management has been addressed successfully. The ancillary staff is diligent and thorough. Their high standards of maintenance and cleaning significantly enhance the quality of the environment. The high quality of in-class support is a feature and this has a high impact on progress pupils make. As a team, they help promote the highest standards and are held in high esteem by teachers in the school.
56. The school building is a combination of the original school with later modern additions, and allows a broad curriculum to be taught effectively. Overall, accommodation is satisfactory and provides a bright and stimulating environment for children. There are several specialist rooms, including a new information and communication technology suite. However, many of the teaching areas are comparatively small, and teachers have to carefully organise pupils' seating arrangements. The site is small and the playing area is restrictive for the number of pupils. The reception class has a small secure play area. It benefits from a school hall that provides good facilities for gymnastics, games and dance, but does not have a field area.
57. Resources for all subjects are satisfactory and are supplemented by borrowing from centralised schools, for example, in history and geography. There are good quality reference books in the school library and the classroom. Pupils have ease of access to develop independent study and research skills. Since September 2000, curriculum co-ordinators have been allocated funds, to spend on their areas. They have appreciated this opportunity and resources bought, for example in physical education, have helped broaden learning opportunities for pupils.
58. Financial planning is very good. The school's deficit budget has been turned around through careful financial controls. The school has been most prudent with its expenditure at staff and governor level. Expenditure is carefully discussed and linked to education priorities in the school development plan. The administrative staff is very efficient and support the management of the school well. The school makes increased use of new technology to support its administration. Detailed records are kept and all expenditure is accounted for. The quality of work in this area makes a valuable contribution to the school. All financial regulations are shared with staff and governors, and this is good practice. The most recent audit report was positive and the few recommendations have been implemented. Funding for special educational needs pupils and English as an additional language and other funding from special grants, are carefully delegated and documented. This is having a beneficial effect. The very good standards of leadership and management which were identified when the school came out of special measures have been maintained. Overall, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve the overall quality of provision and raise standards further, the headteacher, staff and governors should:

- Raise standards in the school with particular reference to developing speaking and listening skills across the curriculum by:
 - giving guidance to teachers on how this should be incorporated into lessons;
 - building on a whole-school approach to assessing pupils' progress in speaking and listening skills.

(paragraphs: 5,29,76,84.)

- The quality of teaching could be improved further by sharing the good practice across the school:
 - ensure that roles and responsibilities are delegated appropriately;
 - implement the effective programme of monitoring the foundation subjects in order to identify areas for development;
 - give guidance to teachers on the provision of English as an additional language in the school and how to consistently plan for their needs on a daily basis;
 - review the marking policy to ensure that an agreed approach is implemented by all staff;
 - encourage pupils to do their best work and, through marking, show how they can improve.

(paragraphs: 10,24,29,44,52,56,82,95,98)

- Improve the quality of attainment in writing by:
 - providing pupils with more opportunities to develop extended writing skills in literacy and across other subjects in the curriculum;
 - giving clear direction to pupils on the acceptable standards expected for the presentation of their work, particularly handwriting;
 - continuing to build on existing writing strategies in the school.

(paragraphs: 5,20,29,81,93,107,111)

- Improve the progress of more able pupils by ensuring that teachers' planning identifies their needs throughout the curriculum

(paragraphs: 6,21,26,34,86)

- Continue to raise standards in information & communication technology, particularly at infant stage, by:
 - ensuring that pupils have access to regular opportunities to use computers in the information & communication technology suite and the classroom;
 - encouraging a wider use of information & communication technology skills across the curriculum;
 - sharing information & communication technology expertise more widely;
 - continuing the programme of staff development in the subject.

(paragraphs: 9,113,116)

In addition to the above, the school should give appropriate attention to the following minor issues:

- continue efforts with parents to improve pupils' attendance and punctuality;
- continue to encourage parents to work in the school to help raise pupils' achievement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	20	21	45	2	0	0

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	Reception	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	208
Number of full-time pupils known to be eligible for free school meals	0	75

FTE means full-time equivalent.

Special educational needs	Reception	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	178

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.1
National comparative data	4.3

Unauthorised absence

	%
School data	0.3
National comparative data	0.3

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
	2000	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	17	15	17
	Total	27	24	29
Percentage of pupils at NC level 2 or above	School	90 (83)	80 (80)	97 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	17	17	17
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	90 (87)	93 (100)	100 (87)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

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
	2000	12	18	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	7
	Girls	18	16	12
	Total	23	24	19
Percentage of pupils at NC level 4 or above	School	77 (48)	80 (31)	93 (55)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	9
	Girls	18	17	18
	Total	22	24	27
Percentage of pupils at NC level 4 or above	School		80 (31)	90 (62)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	31
Black – African heritage	57
Black – other	10
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	3
White	66
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	1
Black – African heritage	4	0
Black – other	0	0
Indian	1	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	8	1

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: YR – Y 6

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	29.3
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	231.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	640,388
Total expenditure	641,103
Expenditure per pupil	2,414
Balance brought forward from previous year	9,523
Balance carried forward to next year	8,808

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

208

Number of questionnaires returned

34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	47	47	3	0	3
Behaviour in the school is good.	47	47	3	0	3
My child gets the right amount of work to do at home.	50	26	15	0	9
The teaching is good.	47	47	0	0	0
I am kept well informed about how my child is getting on.	47	29	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	6	0	0
The school expects my child to work hard and achieve his or her best.	59	32	0	0	9
The school works closely with parents.	47	41	6	0	6
The school is well led and managed.	65	29	3	0	3
The school is helping my child become mature and responsible.	59	38	0	0	3
The school provides an interesting range of activities outside lessons.	38	35	18	0	9

Other issues raised by parents

Parents at the meeting were generally well pleased with the school and thought the headteacher had worked hard to bring about improvements. Parents believe the school to be a positive and happy one. They believe that there is room for improvement, in the sense that *'everyone can improve'*.

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

60. Provision for children under five is very good and is a strength of the school. Most children enter the reception class with skills, knowledge and experience well below what is expected for children of their age. During their first two or three terms, they make very good progress: almost all reach the appropriate learning goals in all areas of development and many children do much better than this. No comparisons can be made to the previous inspection, as the provision was not reported.
61. The curriculum planning for pupils in the reception class is good. It meets the requirements of the new foundation stage of learning for young children. The teacher works very effectively with support staff to provide an interesting range of learning opportunities. They give a very firm foundation in basic skills ensuring children make very good progress. There is a clear commitment to raising standards. Teaching is very good and of a consistently high standard which has a significant and positive impact on achievement.
62. Children with special educational needs and those for whom English is an additional language are given a good level of support. This enables them to make good progress in all areas of learning. Assessment procedures are very good and include consistent discussion with support staff, sampling pupils' work, and careful recording of how well children achieve. There are high expectations of learning and behaviour and the teacher ensures that children that are more able are challenged. Relationships are also very good and children, who trust staff, feel safe and are able to fully benefit from the wide range of learning opportunities.

Personal, Social and Emotional Development

63. There is very good provision for this area of learning and children make very good progress, quickly learning the classroom routines, taking turns, sharing and listening. Children respond quickly to the teacher if she indicates they are making too much noise; they work well alone and in groups even when not under direct supervision by an adult. They are learning to care for each other and to share. They have a range of different behaviours for different occasions, listening and concentrating intently when the teacher is presenting a lesson; playing spontaneously and in a relaxed way during free activity; singing with gusto songs they have chosen in the classroom, and hymns in the church assembly; and joining in classroom prayers quietly and reverently. In playground activities good social interactions are seen with children looking after and organising each other and taking turns to be monitors, look after toys and take the register to the office.
64. As a result of this very good provision, children are on course to meet the early learning goals in this area and many will exceed them.

Communication, language and literacy

65. When children start in the reception class many have poor language skills. This area of provision is very good because good opportunities are provided for speaking and listening, with particular attention to speaking in different ways for different purposes. Children make very good progress and many will achieve the early learning goals in this area. Children listen well, both to adults and to each other. They speak clearly and with confidence even where their language structure is immature, and when the teacher prompts them to "Use your playground voices so everyone can hear!" they show unusual skill in speaking appropriately to a large group. Only occasionally are opportunities missed to develop language from an activity, as in a lesson in which children were painting fruit when opportunities for discussion about shape and texture were not extended.
66. All children have knowledge of how to handle books, have knowledge of letter sounds and recognise some words. The most able children can read a range of simple books fluently and confidently, using letter sounds, understanding of the story and picture clues to help them read. They read poems as well as stories and information. All children have made a good start on

acquiring reading skills and understand simple punctuation, for example, pausing at full stops. They join in familiar stories and suggest what might happen next, and they can retell favourite stories. Attainment in writing is appropriate for children of this age. Children put together a "Party Book", in which they write about who they will invite to their birthday party and what kind of things they will do and eat. They use names and labels displayed around the room to help them write and their writing is legible; for the more able children it is regular in size and well formed. Children can also write using computers and can put in missing letters in a computer spelling programme.

Mathematical development

67. The teaching, children's learning and provision for mathematical development are consistently good and often very good. Most children make very good progress and are in line to meet the expected standards, some exceeding them. Children recognise and name numbers, count beyond 20 and sometimes up to a hundred, and count forwards and backwards in ones and in tens. The most able count fast in tens to a hundred and back again to ten. Most children put the numbers to ten in order correctly; many can extend this to twenty and beyond. Children understand the concepts of "two more" and "one less" and are beginning to be able to write down number sentences. Activities are varied and motivate the children and aspects of the numeracy strategy are taught to raise basic skills. Children consolidate, build on and develop their early mathematical experiences effectively so that, towards the end of the year, they know the names of shapes, such as triangles, squares and octagons. They use these to make patterns and pictures, using the language of measurement to judge size and weight through their practical experiences.

Knowledge and understanding of the world

68. Children are introduced to the world around them through a wide variety of experiences. They show their understanding of shopping through their role-play in the shop corner. Through well planned practical experiences most children are able to make and understand simple maps of their classroom and the local area. They describe and record the weather, name and label parts of plants, and know that plants need water and light to grow. Many are increasingly aware that different cultures have different customs, languages and music. In addition, most are able to use information and communications technology to create pictures and text, and play computerised learning games. Most children are likely to meet the early learning goals by the time they begin in Year 1.

Physical development

69. Children's attainment in the area of physical development is good, despite the limited space and equipment available in the outside play area. This is because the very best use is made of the school hall and playground. Children, for example, play informal games in the playground, running in lines and climbing on to the large wooden toys, or demonstrate skills in skipping. In lessons in the gymnasium children show good awareness of space and move with good co-ordination, control and safety. They balance on beams, jump off the "horse" unaided and perform forward rolls, handstands and star jumps. They can change into appropriate clothing with minimal assistance, they listen and respond well to instructions and have good awareness of each other's safety.

Creative development

70. Children's attainment in the area of creative development meets expectations for their age. They can make clay models of fruit and paint them. They discuss what colours are appropriate to paint the fruit and know that some colours mix to make different colours. They have a range of skills in using paints and tools (such as paintbrushes, crayons and scissors). They sing with gusto and can copy rhythms modelled by the teacher and have the confidence to play a leading role in rhythm games, demonstrating new patterns for their friends to copy, and performing confidently for their audience. Musical instruments are handled well and are used to interest the children to find out what sounds they can make. Children show the ability to use their imagination in role-play situations in the classroom and in the playground and they move well to music.

ENGLISH

71. In the 2000 National Curriculum tests for the end of infant stage, the school's results in reading exceeded the national averages. The percentage of children attaining level 3 in reading was well above the national average. The trend in results over recent years has been one of constant improvement. Boys outperform the girls, which is contrary to the national picture. Attainment in writing was below the national average; but in comparison with schools in similar contexts, the results in writing are very good. In the 2000 National Curriculum tests for pupils, the school's performance was close to the national average. Girls outperform the boys at this stage, which reflects the national situation. Taken together, these results show a very good improvement from the time of the previous inspection especially at junior stage.
72. The previous inspection found that standards in Speaking and Listening were unsatisfactory at both key stages. Despite the best efforts of teachers, and an indication of some improvement, this picture remains the same. It is having a detrimental effect on many aspects of the curriculum and teaching time. Pupils speak confidently and other pupils listen to them in contexts like assembly time as when Year 6 performed a class assembly. However, in the context of the classroom the pupils' range of vocabulary inhibits their ability to give extended answers to teacher's questions. The unsatisfactory listening skills of some of their class peers further inhibit these responses as pupils chatter amongst themselves instead of listening to the response. This is exemplified at infant stage during a Year 1 design and technology lesson and at junior stage during a Year 4 art lesson. In both lessons the teachers worked hard to get the children to explain their ideas, but frequently had to stop the lesson in order to gain the attention of all children.
73. Speaking and listening is not given a high priority as an English activity within the English curriculum or across other subjects. Teachers lack guidance in how, what, where or when it should take place. Drama is not used to support and enhance learning for example in other subjects, and opportunities for discussions, etc. are not used effectively or often enough.
74. The school has been successful in promoting reading throughout the school. Pupils in Year 1 have a wide range of reading abilities. The more confident readers read accurately and fluently using their phonic knowledge to sound out words and picture clues. Below average readers are still unsure of familiar words and are less forthcoming when invited to read. They have not built up enough phonic knowledge to attempt words with any confidence and rely on guessing rather than using other strategies such as clues from the pictures. At the end of infant stage the pupils' phonic knowledge has improved further. Below average pupils have difficulty retelling the story they have read, but average and above average children do this well. More able pupils express opinions about characters and about the book in general and use punctuation to aid their expression.
75. By age 11, pupils read with accuracy, fluency and expression. They recognise many words and all can use their knowledge of phonics when meeting new words. Higher attaining pupils have a range of further strategies when this phonic knowledge does not help with reading unfamiliar words. They read on, read back and generally assimilate different clues from the text. They can predict what might happen using their knowledge of the plot and characters and justify their predictions. Below average pupils still need to develop these types of skills. A range of reading experiences is offered and a Book Review competition was in progress at the time of the inspection. The children are familiar with the school's non-fiction library and can locate books on specific subjects within it. There is good home – school communication about reading with some support being provided by parents.
76. Writing has recently been a feature of much school improvement work and this is having the effect of raising standards throughout the school. The overwhelming majority of English lessons seen during the inspection had a strong focus on writing skills. Overall standards in Year 1 though are low. Higher attaining pupils have neat, joined handwriting and can spell everyday words like "then", "them" and "girl" correctly. Their writing is presented in sentences. Below average pupils still have difficulty with letter formation and in communicating their ideas on paper. Average and below average pupils need help with their presentation skills and how to structure their writing. By age seven, below average pupils still experience difficulty with sentence building and the use of punctuation like full stops and capital letters. Average and above average pupils can write in sentences and use full stops and question marks correctly. Above average children attempt to use speech marks in their work.

77. By the time pupils reach age 11, below average pupils form their letters inconsistently but are erratic in using joins. They spell simple monosyllabic words correctly. Average and above average pupils have a joined legible style of writing and there is good sentence structure, which included the use of connectives. More able pupils use all forms of punctuation correctly and recognise that writing should have an audience and a purpose. The school is developing a 5-paragraph structure to writing, and this is helping many pupils to organise their work.
78. Across the school there are an appropriate range of writing activities, but opportunities for extended writing are limited and there are inconsistencies in the standards of presentation.
79. The overall quality of teaching and learning is satisfactory at infant stage and good at junior stage. At junior stage there are examples of very good teaching. There is a consistent approach to teachers' planning with all elements of the National Literacy Strategy being catered for. Lesson objectives are made clear to the pupils and work is generally matched to their abilities. More able pupils, however, are not always given work that stretches their abilities. There are, though, examples of children's written work that has neither been marked nor acknowledged by the teacher. There are also few examples of marking to the objectives that have been set for the lesson or that help the children to improve their written work. There are examples of this in operation such as in Year 4 where the teacher has given clear indication to the children how they can improve their writing when they re-draft it. The pupils have good attitudes towards their work in English. The best attitudes are demonstrated when teachers communicate their enthusiasm as in a Year 3 lesson when the teacher uses different voices for the characters in the text being studied. This helped capture the pupils' attention. As well as providing enjoyment the lesson was organised well and carried out at a brisk pace. When pupils are disinterested, as in a Year 6 lesson on explanation texts, the teacher does take every opportunity to motivate them.
80. Support staff make a very good contribution to all English lessons. They work intensively with individuals and groups, and are effective in ensuring that pupils with special educational needs or who have English as an additional language make good progress. The support staff are an asset to the school in its quest to raise standards.
81. Pupils for whom English is not their first language, make good progress in their acquisition of their knowledge, skills and understanding of English. Additional specialist language support to meet particular needs of these pupils is enhancing their learning. Pupils with special educational needs receive good provision of learning support during lessons from able classroom associates, many of whom are experienced and well qualified. Support strategies enable pupils with special educational needs to make good progress within their abilities in English.
82. The co-ordinator for English has recently taken on this role. She is a positive role model for the other teachers in the school. She is enthusiastic and well informed. Monitoring of reading and writing is a strength. Action plans exist to improve standards in reading and writing throughout the school. Assessment procedures for assessing standards in reading and writing are used to set whole-school and individual pupil targets but there is no whole-school approach to assessing pupils' progress in speaking and listening or to raising standards. She recognises the need to enhance the learning opportunity for more able pupils and this is part of her own action plan.

MATHEMATICS

83. In the summer 2000 national Key Stage 1 assessments tests, the proportion of pupils attaining the expected level was above the National average. The proportion of pupils achieving the higher level 3 was very high in comparison to the national picture. Results in the Key Stage 2 assessments show that the proportion of pupils attaining the expected level was above the national average. The proportion of children attaining the higher level 5 was close to the national average. In comparison with similar schools, the school performs exceptionally well at both key stages. The school has made very good progress since the previous inspection, especially at junior stage. At the time of the previous inspection no child at the end of Key Stage 2 attained the expected level. At infant stage, boys perform better than the national average, but at junior stage, they fall below.

84. Overall current attainment in Year 1 is below average. Recording skills are particularly poor and several pupils are dependent upon adult help. In Year 2 pupils have made good progress and are working in line with expected standards. They can order numbers from largest to smallest and can construct and use number lines to help them. Average and above average pupils know basic multiplication and division facts and recognise if a number is odd or even. Higher attaining pupils need more challenge though as the oral work at the beginning of a lesson was well within their capabilities.
85. Throughout junior stage, pupils continue to make good progress, although inspection evidence suggests that the proportion of pupils likely to achieve the expected level 4 in the forthcoming 2001 end of Key stage assessments is likely to be lower than previous results. This is despite the very good teaching currently seen at junior stage and the emphasis the school has put into raising standards. The high proportion of pupils with statements of special educational needs in this class is affecting overall standards.
86. More able pupils do carry out written calculations accurately and have a good understanding and knowledge of number facts. They perform calculations involving fractions and decimals. Overall these pupils do perform a range of mathematical activities, but opportunities to extend and probe their understanding further are required. Average and below average pupils are less successful in their written calculations but they can calculate the area of shapes and order fractions and decimal numbers. Attainment in problem solving is currently being addressed. As a result of in-service training for teachers, pupils are being offered a variety of methods for approaching and recording their problem solving work. Pupils can identify the operations that are required to solve a problem and give an estimate for the answer. Having completed the task, average and above average pupils can suggest ways of checking their answers by inverting the operations that they have carried out.
87. Opportunities to apply mathematical skills and knowledge are used in other areas of the curriculum. For example, in a Year 4 art lesson on chair design children used their measuring skills to determine the size of their chair and used their knowledge of shape to describe it. During junior stage, pupils also use their knowledge of graphs to produce work with the aid of a computer in information and communication technology lessons.
88. The overall quality of teaching and learning at infant stage is satisfactory whilst at junior stage it is consistently good. For junior stage this is an improvement since the last inspection when teaching was judged to be satisfactory in most lessons. It is a major contribution to the rise of standards in the subject. All lessons follow the three-part structure as recommended by the National Numeracy Strategy. All teachers share lesson objectives with the pupils and arrange different group work within the lesson. In the most successful lessons, such as a Year 6 lesson on written methods for long division, all ability levels are challenged by these activities. Not all teachers' planning, however, recognised the needs of the more able pupils. In unsatisfactory teaching, activities were not explained successfully resulting in time wasted, strategies for managing the behaviour of some inattentive children were not consistent with those used throughout the rest of the school. All teachers are well supported by assistants working alongside them in the classroom. They help to ensure children with special educational needs and those who have English as an additional language make progress.
89. The co-ordinator for mathematics has recently taken on this role. Through her own teaching of the subject she is a positive role model for the other staff in the school. She is enthusiastic and well informed. A monitoring programme exists and she is already aware of the need to develop opportunities for the most able mathematicians in each year group. Further in-service training for staff is planned for the future in partnership with the Local Education Authority. Resources for the teaching of mathematics are adequate and the co-ordinator is aware that when purchasing new resources other staff may need training in their use. Assessment procedures for assessing standards in mathematics are satisfactory and are used to set whole-school and individual pupil targets. Homework is used in the school to support the teaching of mathematics. Three workshops have been organised for parents, so that they would be better able to support their children; however, the last of these was poorly attended.

SCIENCE

90. In the year 2000, Standard Assessment Test results showed both sets of pupils working at age appropriate levels. The level of performance by seven-year-olds, as measured by teacher assessments, was very high. Performance in science tests at age eleven was above the national average and well above average when compared to that of similar schools. This level of attainment has been largely maintained for eleven-year-olds, allowing for the high proportion of pupils with a statement of special educational needs in this age group; but the younger pupils have had an unsettled year with changes of teachers. While much of the work in their books is at an appropriate level, in lessons standards were a little lower than expected and knowledge not totally secure. There has been a marked improvement since the last inspection in standards and progress at age 11, particularly in respect of planning and carrying out scientific investigations. Evidence from pupils' work indicates that standards are still rising.
91. By age seven pupils know that materials can change their shape in a number of ways and can set out the changes in chart form; they know simple facts about what plants and animals need to keep them healthy; and they can make observations about the speed and direction of toy cars when pushed or blocked by an obstacle. However, they need adult support in making their observations, as they can get too excited about the toy cars to focus well on their investigations. Most are beginning to have some notion of a fair test but this is not yet secure enough to shape their actions unless adults are actually guiding them, through questions and suggestions. Pupils do not always take sufficient care in setting out their work neatly.
92. By age 11, pupils know about life cycles, habitats, understand forces such as gravity and air resistance, and use appropriate measuring skills. They have good knowledge about healthy living and how some major organs of the body work. Pupils have progressed in their understanding of the principles of fair testing and can select apparatus and attempt investigations independently; for example, when testing whether the height from which it is dropped affects the time it takes for a paper "spinner" to reach the ground. They are able to plan, record their results and test their predictions. Pupils are also beginning to make generalisations about their results. In executing their investigations they still make mistakes, like not ensuring that they drop their object from the same height every time – e.g. from shoulder height – but they are able to work well in groups without direct supervision and there is good discussion of what they should do. Work is sometimes extremely neat and well presented but this is not consistent and in some books there are far too many pieces of unfinished work.
93. Teaching and learning in science is satisfactory in the infant classes and good in the junior classes. Marking is often minimal, and it often does not clearly tell pupils how they can improve their work. In the most successful lessons the work planned is sufficiently demanding for all pupils, develops their independence and helps them to share their experiences through discussion. In their planning, teachers do not always consistently make reference to the needs of the more able pupil. Questioning is skilfully used to draw out information and ideas from the pupils, encouraging independence, but the skills and abilities needed for this have already been taught, and instructions are very clear. In these lessons pupils are interested and highly motivated, and their attitudes and behaviour very good. In less successful, although still satisfactory lessons, pupils record results without a secure knowledge of some of the scientific terms they are investigating – as in a class where a minority of pupils were not clear about which materials were liquid and which solids. This led to too many interruptions with a consequent loss of teaching and learning time.
94. The headteacher co-ordinates the subject well and there is an appropriate scheme of work but, currently, no policy. Good use of outside facilities enhances the curriculum. Pupils' experience is increased by their participation in local and national competitions.

ART AND DESIGN

95. Standards attained in art are in line with those normally found at the end of both key stages. This is an improvement since the last inspection.
96. Pupils at infant stage use a range of mediums including paint, pastels and textiles. These skills are extended at junior stage. Pupils use sketchbooks to experiment and develop drawings and designs, recently working on techniques to show movement in pictures. More able pupils show

excellent drawing skills using line, tone and texture appropriately, but others are still at the early stages of drawing.

97. The quality of teaching and learning was satisfactory overall. Teachers have specific objectives in mind and share these with the children. In a Key Stage 2 lesson children are unfamiliar with the term "medium" in art and confuse this with the tools to be used. The teacher works successfully to try to rectify this misunderstanding. The pupils are encouraged to observe the natural materials that the teacher has provided including the use of a magnifying glass.
98. There is a co-ordinator in place, but the subject has not been a recent feature in the school development plan. This needs to be remedied in order to ensure that standards develop further. The range and quality of resources are satisfactory; however, time is wasted and there is disruption to lessons when there are not enough resources, such as magnifying glasses, for the children to use independently. The school can be proud of its high quality displays in the classrooms and around the school. These reflect positively the school community and make a good contribution to its ethos and culture.

DESIGN AND TECHNOLOGY

99. Standards attained in design and technology are in line with those normally found at the end of both key stages. This is an improvement since the last inspection when standards were found to be unsatisfactory overall due to insufficient opportunities to learn the required range of skills. These opportunities are now being offered. It was only possible to visit one lesson at infant stage and two lessons at junior stage. Judgements are based on these lessons, the scrutiny of school planning, photographs of previous work and displays and discussions with pupils and the co-ordinator.
100. In Year 1 pupils design playground structures for use by younger children. They are encouraged to think about the needs of their consumer and develop skills in gluing and drawing, collecting and sorting information and in evaluating their work. A similar theme in Year 6 encourages children to design and make a fairground ride. Through this they have designed and made a merry-go-round, where they have had to consider and make a mechanism that makes it turn. They also consider frameworks and materials for shelters and their purpose. As yet, though, pupils do not always have the experience of working with a wide enough range of materials.
101. The quality of the teaching and learning overall is good. In one particularly effective lesson at junior stage the lesson was well planned including clear objectives, readily available resources and extension activities prepared. Relationships between the teacher and pupils are good and pupils' vocabulary extended through use of words like "motif" and "tessellate".
102. The co-ordinator is the headteacher and she includes the monitoring of the subject within her role. The school has adopted national guidelines for design and technology as a basis for planning. The provision for design and technology is enhanced by visits and by visitors. For example, on a recent trip to Tower Bridge, Year 6 pupils studied the design and structure of the bridge and a link with Goldsmith's College led to work on based on the Millennium Bridge.

GEOGRAPHY

103. Owing to timetabling arrangements, it was possible to see only two lessons: one at infant stage and one at junior stage. Further evidence was obtained from samples of teaching, plus pupils' work and discussion with pupils and co-ordinator. Standards of work seen indicate that standards are in line with national expectations in both key stages. This is an improvement since the last inspection when standards at junior stage were judged to be unsatisfactory.
104. By age seven, most pupils are able to identify the main countries of the United Kingdom and locate London on maps. They are able to use aerial photographs to identify familiar places in their locality. Pupils use maps to identify and locate places at the seaside on the South coast. At junior stage, pupils extend their geographical knowledge. In Year 3 they are able to discuss the differences between hot and cold regions of the world using world maps, and understand the concept of the equator being an imaginary line around the globe. By the end of the key stage, Year 6 pupils are confident in using six figure co-ordinates and recognise symbols on an Ordnance Survey map. Field study visits are an important element of the geography programme.

The standard of the follow-up work reflects the impact the visits have on pupils' understanding of places and environmental issues.

105. Indications from the two lessons seen and pupils' previous work show that teaching and learning are satisfactory overall with elements of good teaching in Year 2. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in the lessons seen with effective support for younger pupils from learning assistants. Whilst some good standards were seen across the stages, too little attention is given to written recording of their work.
106. The co-ordinator, who has been in post for a short time, has the vision to strengthen management of the subject. There is extra support in the school from another teacher with a qualification in the subject. Together they have undertaken a limited monitoring programme and the school is building up a useful resource bank to support teaching. There has, however, been little in-service training for teachers to develop confidence to teach this subject. Assessment procedures are being developed to support pupils' progress from class to class and across the key stages. Information and communication technology, although used, is limited at present.

HISTORY

107. Owing to the timetabling arrangements, it was possible to see only three lessons in history: one in infant stage and two at junior stage. Further evidence was obtained from samples of teaching plans, pupils' work and discussion with pupils and the co-ordinator. Evidence indicates that standards in both key stages are in line with expectations, which is similar to the findings of the last inspection.
108. Infant stage pupils recognise that life in the past was different through an investigation of the difference between old and new toys. They also show wonder when told about a doll that was found in the rubble after bombing during World War 2. In Year 5 pupils examined artefacts as part of an investigation of the Egyptians. They were developing their historical enquiry skills in response to good quality questioning by the teacher. Pupils' responses indicated a good recall of previous work in the subject. All learned well and made satisfactory progress through the appropriately graded tasks the teacher had set. In Year 6, through a study of Ancient Greece, pupils show the ability to use computer-generated research to enhance their knowledge of the subject and are confident to talk in some depth of their findings.
109. The teaching and learning of history is satisfactory overall in both key stages, and sometimes good, although insufficient attention is often paid to higher attaining pupils. In the lessons observed, teachers had good subject knowledge and used it well to stimulate the pupils' interest and asked questions that developed their thinking. Speaking and listening skills of a minority of pupils are underdeveloped in some lessons. Whilst some good writing was seen across the stages, too little attention was given to the standard of written recording generally.
110. The co-ordinator, who is the headteacher, has taken over the role for a limited period, to cover the co-ordinating teacher on maternity leave. There is a vision for the subject, which includes sampling set pieces of work and informal assessment of the subject. Assessment is in its early stages, but, at the end of all lessons, pupils are asked what they know and about what they have learned. The subject is adequately resourced with books, artefacts and use of the Internet. The school places great emphasis on historical visits and trips, in order to widen the pupils' experiences and maintain their interest. The school's capacity for further improvement is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Judgements on what has been learned and understood in information and communication technology have been made based on a small number of lessons, class displays, observation of pupils in the information & communication technology suite and discussion with them. Standards attained in information and communications technology appear, from observation and from the small amount of written work available, broadly in line with expectations at age eleven and a little below average at age seven. There has been satisfactory improvement since the inspection of 1996 when standards were below expectation throughout the school. The school has installed a new information & communication technology suite and this has, for the last few

months, given pupils and teachers much improved access to computers, but it has not yet had time to have a significant impact on standards.

112. Pupils by age seven can, with support, use a graphics programme to create a pictogram and, again with help, manipulate and enter information on the screen. They use the mouse and the keyboard to correct a piece of familiar text by giving it capital letters. They are familiar with the "CAPS LOCK" key and with the "SHIFT" key but not yet secure in when to use them. Most pupils write and erase text, and they can log on to the computer with support. They have experience of guiding programmable toys through giving them coded instructions and they know about control devices for televisions and microwaves.
113. By the age of eleven pupils use the computer confidently for word processing and illustration of project work, selecting fonts for particular effects and combining text and graphics. They are able to use a control programme, to draw repeating patterns. They generate graphs and charts to display their science results and enter data and formulae into spreadsheets. They use CD ROMs to retrieve information and access the Internet to use, for example, BBC revision websites. They are aware of the uses of computers by shops, factories and offices. Pupils understand and use appropriate specialised vocabulary. Children throughout the school make good use of the recently acquired digital camera to record work across the curriculum.
114. Teaching and learning is satisfactory overall. Subject knowledge varies significantly and some staff lack confidence and experience but all staff are undertaking a course of training this term. In the good and very good lessons teachers make use of a range of teaching aids such as "dummy keyboards" and diagrams to introduce the work; use and reinforce correct technical language; and bring contingency plans into action when machines malfunction. The element of surprise is sometimes well used, for example, when pupils in one of the youngest classes touched the space bar and found a "welcome" message on the screen from their teacher. Additional and extension activities are planned by some teachers for pupils who finish the main task early. In the most successful lessons teachers harness the real enthusiasm and excitement pupils experience as they see what they and the computer can do. In less successful, although still broadly satisfactory lessons, teachers do not prepare or illustrate the task sufficiently; and there can be confusion when planning is not shared carefully enough with teaching assistants.
115. There is a well-qualified co-ordinator for the subject and the subject development plan correctly identifies necessary developments. However, many of these are not yet in place. Although there is some good practice, assessment is not satisfactory, because the work pupils do is not systematically collected in books or files; there is not a clear record of skills acquired and progress made. There is no separate policy for information & communication technology, other than a policy on acceptable use of the Internet. There is a satisfactory scheme of work, but not all teachers are clear how this relates to the requirements of the National Curriculum.
116. The new information & communication technology suite is well equipped, although it is too small to teach a full class comfortably. The school's allocation of technician time is proving extremely helpful and there has been a particularly good piece of professional development in the training of a member of the support staff to fulfil this role. She is in turn providing training for colleagues and pursuing graduate level qualifications. The suite is well used before and after school, and a particularly imaginative scheme is about to make the suite available to parents to develop their own skills.

MUSIC

117. Only one music lesson could be observed during the inspection because of the constraints of the timetable and the absence through sickness of specialist staff. It is therefore not possible to make secure judgements about teaching or attainment, or to comment on improvement since the inspection of 1996. From the evidence available through assemblies, photographic records, recorded and written work, younger pupils clearly enjoy singing and handling percussion instruments, and have a good sense of rhythm; older pupils compose songs in "rap" and other styles and perform them for their schoolmates.
118. In addition the school clearly has a rich musical life. Pupils throughout the school have access to drumming lessons, and recorders have recently been introduced. The school choir performs well, including two-part singing and percussion accompaniment. Assemblies begin with music well chosen from a range of styles and cultures. Very good links with the London Symphony

Orchestra have given pupils the opportunity to perform at the Barbican, handle harps and cellos, and listen to termly live performances of trios, played on different instruments. Music also supports dance in very good and excellent lessons.

PHYSICAL EDUCATION

119. Standards of attainment exceed national expectations at the end of both infant and junior stages, and this reflects an improvement in standards since the last inspection. Pupils with special educational needs and those with English as an additional language, make similar progress to that of all pupils in the school. Pupils follow an interesting and wide ranging curriculum that provides a suitable range of experiences. The progress observed in lessons during the inspection was good to very good. In addition to work in gymnastics, pupils are taught games and dance skills. All older pupils have the opportunity to learn to swim in a planned programme, using a local swimming pool. By the time pupils leave the school almost all pupils are able to swim 25 metres with confidence.
120. Pupils in all year groups are developing their co-ordination and improving their skills in a range of gymnastic flow movements appropriate for their age. Pupils at infant stage are developing an awareness of space in their mastery of basic actions, such as jumping, travelling and balance. They help to move apparatus and use it sensibly. At junior stage, the majority move freely around the floor, developing sequences of movement and working harmoniously with their partners. Although no games lessons were observed during the inspection, it is clear pupils attain good standards in this area. There are mixed teams in the major sports that take part in friendly matches with other schools and local competitions. The opportunity to play sport against other schools is regarded as important, as it benefits pupils and raises the profile of the school in the local community. Standards in dance are very good and are a strength of the physical education programme. Pupils reach high standards and are able to perform a sequence of movements, working in pairs and working in small groups. They appreciate rhythm and beat, and their performances reflect the quality of preparation. For example, one exceptional lesson was brought alive by pupils of all abilities working together to create rhythmic dance sequences.
121. The quality of teaching and learning is consistently good overall with an example of excellent teaching. Pupils are well managed so they know and follow rules obediently and work safely. Teachers are willing to demonstrate to pupils what they want and to select pupils to show good work after pupils have been practising. Increased emphasis on the features that made an activity particularly successful would enable other pupils to develop the skills of evaluation more effectively. Lessons are conducted at a pace that ensures there is plenty of energetic exercise and pupils work hard to increase their fitness. Teachers and pupils are dressed appropriately for the lesson. Classroom assistants are well briefed and given a designated role; they assist with special educational needs to improve their work and make good progress. All lessons observed included appropriate activities for warming up at the beginning of the lesson and cooling down at the close of the lesson.
122. The physical education curriculum is enhanced by a range of extra curricular activities and visits by specialists from external organisations. This includes taking pupils on outward-bound courses, which help build confidence and self-esteem. The schoolyard is small and access to a large games playing area is limited. Although the school is hampered by lack of space, the range of resources is adequate and covers the needs of the national curriculum, and they are well maintained and easily accessible. The co-ordinator has made a good impact on the subject and has plans to develop the subject, particularly rugby, athletics and cricket. The school is well placed to secure further improvement.