

INSPECTION REPORT

GREENSLADE PRIMARY SCHOOL

Plumstead Common

LEA area: Greenwich

Unique reference number: 100162

Headteacher: David Ashley

Reporting inspector: John Lilly
12487

Dates of inspection: 10 – 13 February 2003

Inspection number: 246038

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Denise McCloskey
Date of previous inspection:	26 January 1998

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			Religious education	
			English as an additional language	
9835	Glenda Spencer	Lay inspector	Educational inclusion	Attitudes Care and welfare Partnership with parents
22058	Christine Richardson	Team inspector	Special educational needs	
			English	
			Information and communication technology	
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			Music	
32197	Mike Dukes	Team inspector	Mathematics	Curriculum
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenslade is a primary school of average size with 229 girls and boys on roll between the ages of 3 and 11. Most children join the school with very low attainment. Census data shows that the school serves a community with very significant social and economic deprivation, and a much higher than average proportion of pupils are eligible for free school meals. Many pupils join the school other than at the reception year and leave before Year 6. The proportion of pupils on the school's register of special educational needs is higher than average, as is the number learning English as an additional language. The above-average proportion of pupils who come from cultural backgrounds other than English speak many languages, although the commonest languages are Urdu and Panjabi. Many are at an early stage in learning English. The school has recently won a national Achievement Award for rapidly improving standards.

HOW GOOD THE SCHOOL IS

Greenslade is a very good and rapidly improving school. It is highly inclusive, helping every pupil to succeed, whatever his or her talents, needs or background. This is because the school is extremely well led and, consequently, the curriculum is rich, broad and very relevant, teaching is very good and provision for personal development excellent. Staff work as a closely-knit and very determined team, striving to improve further. Learning support staff make a very significant contribution to the pupils' learning. Pupils join the school with very low attainment and immediately begin to make good and often very good progress. They attain standards by the end of Year 6 that are above the average for schools facing similar challenges and broadly in line with national expectations. They behave well and this supports very good personal development. Relationships are excellent. The school offers good value for money.

What the school does well

- The leadership of the headteacher and deputy headteacher is excellent.
- Teaching and, therefore, learning is very good.
- Provision for personal development is excellent.
- The school is very good at helping every pupil achieve their potential.
- The curriculum is highly relevant to the pupils' needs.

What could be improved

- Financial planning requires improvement.
- The turnover in staff is too high.
- The role of subject co-ordinators needs to be developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards have improved significantly since the last inspection in January 1998. Leadership and management are much stronger, as are teaching, curriculum and assessment. Standards are rising rapidly and are now above the average for similar schools. Consultation with parents has improved and they are much more involved with their children's learning. Attendance has improved marginally but there is still work to do.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	C	D	E	B
Mathematics	D	E	D	A
Science	E	E	D	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Most children join the nursery with very low attainment, especially in their language and social development. They quickly make good progress and by the end of the reception year achieve most of goals set nationally for children of this age. Their language development, however, is still low. By the end of Year 2, pupils have made good progress and attain the expected levels in most subjects, except for English, mathematics and information and communication technology. Results in National Curriculum tests at the end of Year 2 in 2002 were well below the national average, but compared better with the average for schools facing similar challenges. In reading and writing they were below these averages and in line for mathematics. This lower attainment is mainly because children take longer to develop the language they need in school. By the end of Year 6, most pupils have made good progress and attain the nationally expected levels in all subjects except English and mathematics. Standards are rising rapidly and the school sets challenging targets to meet each year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	When in school, pupils are eager to do their best and gain great pride from their achievements.
Behaviour, in and out of classrooms	Behaviour is almost always good. Bullying and racist behaviour are very rare.
Personal development and relationships	Personal development in all its aspects is very good. Relationships are excellent amongst pupils, and between adults and the children.
Attendance	The attendance of most pupils is good but the overall figures are spoiled by a few.

The school is a happy, purposeful and orderly place to be, even though many children find it difficult to concentrate and behave well.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

At the time of the inspection, teaching was very good. Previous high turnover in temporary staff, however, meant much weaker teaching previously, and considerable disruption to the pupils' learning. This has damaged many pupils' learning and progress. The teaching of literacy and numeracy is now good and often very good, and the pupils are benefiting from the greater stability of staff and highly focused support. Teachers give sensible priority to developing the pupils' speaking and listening skills because these are the key areas that hold pupils back. Currently, teaching meets the needs of all pupils very well, whatever their needs, abilities or background.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and very relevant to pupils' present and future lives.
Provision for pupils with special educational needs	Provision is very good.
Provision for pupils with English as an additional language	These pupils receive highly skilled and expert support by a bi-lingual assistant. However, she has insufficient time to meet their needs in full.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' personal development is excellent, and especially good as to spiritual and cultural development. It makes a major contribution to the pupils' ability to learn.
How well the school cares for its pupils	The school takes very good care of the safety and welfare of the pupils.

Parents value the school highly and feel equal partners with teachers in helping their children succeed. This provides good opportunities to make this partnership even more productive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher are excellent leaders, and senior managers share these qualities. Management, overall, is good but the role of subject co-ordinators needs strengthening.
How well the governors fulfil their responsibilities	Governors work in a businesslike manner and are an effective support for the school. They meet their responsibilities well.
The school's evaluation of its performance	The rigour and skill with which the school evaluates its performance is a major reason why standards are rising.
The strategic use of resources	This is a weakness. The school with the help of local education authority has made a good start at addressing the problem.

The school has an effective team of teachers and support staff that is sufficient in skills and number to meet the needs of the pupils' learning. The accommodation provides a good place in which to learn and teach. Resources for learning are of adequate quality, range and quantity, although, for these pupils, they need to be even better. Leadership is excellent and this gives the school a clear, challenging and exciting direction in which to work. Management is good, although the school recognises it needs to improve. The school offers good value for money because governors and managers work closely with others, test the school's performance against schools elsewhere, work hard to gain best value from investments and challenge themselves every day to find better ways to meet the needs of the pupils.

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. • Teaching is good and the pupils behave well. • They feel full partners with the school. • Their children develop well. 	<ul style="list-style-type: none"> • Some parents feel there should be more clubs and activities outside lessons. • Many parents are concerned about the finances available to support their children.

Inspectors agree with the positive views of parents. They also agree that the pupils need more clubs and activities outside lessons and that funds available to the school in each year are insufficient. However, this is not because the school receives insufficient funds, but because it is paying off a loan that was needed to meet the cost of decisions in the past. The school and local education authority are working closely and positively to address this financial problem.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Current pupils make at least good and often very good progress. Results in National Curriculum tests at the end of Years 2 and 6 are improving steadily and in some years rapidly. This represents good improvement overall since the last inspection. Attainment in each year varies, partly because pupils have benefited from improvements in the school to different degrees and partly because progress in some years has been harmed by high turnover in staff. The school will benefit over time from the current very good progress at the Foundation Stage.
2. Children join the nursery with very low attainment, especially in their language and social skills. They quickly settle into the routines and begin rapidly to make good progress. By the time they are five, their attainment, although still low, is higher, although language development is slower. By the end of the reception year, most children will meet most of their early learning goals but only a few will exceed them. It is still in the area of language that attainment is lowest.
3. By the end of Year 2, almost all pupils have made very good progress. Even so, attainment in English and mathematics is still below national expectations. In science, art and design, design and technology, history, geography, music and religious education, attainment by this age is in line with national expectations and in physical education it is above. In information and communication technology, attainment is below expectations but improving rapidly. This represents good and often very good progress overall.
4. By the end of Year 6, attainment in English is still below national expectations but has improved. In mathematics, science, art and design, history, geography, music, and religious education, attainment by this age is in line with national expectations, and it is above in design and technology and physical education. It remains below these expectations in information and communication technology, but again standards are improving.
5. Pupils with special educational needs make good progress towards the targets on their individual education plans because of the very good teaching they receive. They make very good gains in confidence and self-esteem because such pupils are identified as soon as possible. Some pupils with special educational needs attain well in national tests because of the quality of the support they receive.
6. Pupils who are learning English as an additional language make rapid progress in their acquisition of English because they receive skilled support. They make especially good progress in the higher levels of English because teachers are very aware of their needs. Many of these pupils reach the higher levels of attainment in National Curriculum tests at the end of Year 6.
7. Girls and boys of below average, average and above-average ability make at least good progress, and those with special gifts and talents are increasingly reaching their potential because teaching and support has become more relevant to their needs. This remains, however, an area for further improvement.

8. In National Curriculum tests at the end of Year 2 in 2002, attainment was well below the national average in reading, writing and mathematics, although, when compared with results in similar schools, their attainment was only below average in reading and writing, and in line in mathematics. After several years of rapid improvement, results in 2002 declined. This was in part due to the range of ability in the class and in part to problems with teaching. The progress of these pupils in Year 3 is still not as good as in other years because of changes in teachers. Attainment in National Curriculum science assessments in 2002 was well below the national average but only below when compared with the average for similar schools. Overall, too few pupils achieve the higher level 3. This is mainly because it takes time to rectify the very low speaking and listening skills with which most children join the school.
9. In National Curriculum tests at the end of Year 6 in 2002, standards were well below the national average in English, but only below average in mathematics and science. Compared with similar schools, attainment was above average in English and science, and well above average in mathematics. Overall, this shows good and often very good progress, especially for the more able pupils, and especially in science. Over recent years, attainment in these tests has improved rapidly and at above the national rate.
10. Girls and boys of different abilities and cultural backgrounds make equally good progress. Pupils with special educational needs make good progress towards the targets on their individual education plans. Pupils learning English as a new language make rapid progress in their acquisition of English and this continues as they develop the higher language skills they need at school. Even so, it takes time to develop these skills, and this depresses attainment at the end of Year 2; the benefits mainly become apparent between Years 4 and 6. In these years, these pupils begin to make very rapid progress in their general work and catch up rapidly.
11. Standards are improving rapidly because:
 - Teaching is much better and pays close attention to developing speaking and listening skills.
 - The management of the curriculum is much better.
 - Assessment is used to much better effect.
 - Excellent provision for personal development makes the pupils eager and independent learners, keen to succeed.
 - The management of additional support, for example, the learning support teacher and learning mentors, is very effective.
 - Learning in one subject supports learning in others.
12. Improvement would have been even more rapid if:
 - The turnover in teachers had been lower.
 - The amount of support for pupils learning English had been more extensive and, therefore, more intensive.
 - Support from such as learning mentors had been more available.

Much of this support is now in place but is still too restricted by financial constraints.
13. The school has a high number of pupils joining the school other than in the reception year and leaving other than in Year 6. Those joining the school tend to have low attainment, and in some cases extremely low, and those leaving tend to be higher-attainers because they have benefited from the good provision. This turnover depresses overall results. Analysis shows that pupils who remain in school from

reception until Year 6 make very good progress and attain standards broadly in line with national averages.

Pupils' attitudes, values and personal development

14. Pupils throughout the school have very good attitudes to their work and to school life. The tranquil atmosphere in the classrooms at the beginning of the day helps them to settle down quickly and get involved with the task in hand. Pupils are willing to help one another and they answer questions enthusiastically. The very good classroom ethos and organisation means that both teachers and pupils help pupils with special educational needs and show mature respect for each other's needs, values and beliefs. Assemblies are of very good standard and are received with great interest by the children; these assemblies give good opportunities for prayer, celebration and reflection, and pupils value these opportunities highly.
15. Relationships are excellent and pupils are friendly and welcoming. They are encouraged to develop a sense of self-esteem and responsibility for themselves, and do so willingly. They are keen to carry out duties in and around the school; for example, Year 6 pupils help the younger pupils during dinner breaks. All pupils readily volunteer and accept responsibility for classroom duties, and older pupils carry out their duties without being prompted. The school council, with two pupils from each class and assisted by the Chair of Governors, is well organised and pupils pay keen interest in its work. Pupils are enthusiastic about 'rewards' assemblies and take pride in receiving their certificates for good work and other praiseworthy acts. Children attending clubs and other activities are interested and keen to learn. The school's homework strategies work well; pupils take on homework tasks readily and most complete homework conscientiously. Teachers' helpful marking provides valued reinforcement.
16. Pupils take an active interest in what they are being taught and are keen to show what they can do. The school's encouragement for independent learning is evident in the majority of lessons from the nursery onwards and especially in Years 2–6, where teachers provide very good and structured opportunities. In the most successful lessons in literacy and numeracy, pupils develop above-average independent learning skills. However, where independent tasks are designed inappropriately, many pupils do not have the skills to structure their work on their own, and their learning slows.
17. Behaviour overall is very good. Very little poor behaviour was observed during the inspection and bullying or racist behaviour is very rare. Pupils move safely and sensibly through the corridors and when they go outside. They are polite to each other, to adults and to visitors. In the playground they are purposefully employed in the various activity zones and respond well to routines at the end of playtime. Teachers and other members of staff manage their classes well, and only rarely raise their voices. The pupils reflect this calm and purposeful approach, especially those who have experienced difficulties in the past. The adults in the school are excellent role models and pupils are eager to follow their example and, therefore, problems are quickly and efficiently sorted out. Pupils attending the breakfast club respect and appreciate the time given to them by attendants. Pupils' behaviour is particularly good in assemblies and when queuing to enter classrooms or to get their midday meal. Behaviour has shown a marked improvement since the headteacher was appointed.
18. Pupils with special educational needs are well catered for and respond well to work that is set at a good pace, work that is well supported by learning support assistants and learning mentors, and when class management is very good; they grow in self-esteem and confidence. Pupils with English as an additional language and from other than

English cultures revel in and value the way their special backgrounds are recognised and valued. The very good playground routines ensure that pupils are polite to each other and children from different cultural backgrounds mix, work and get on well together in pairs or small groups. Pupils co-operate well with each other, share tasks and work harmoniously.

19. Bullying or racist behaviour is rare, but when it occurs is dealt with quickly and very firmly; pupils are aware of the school rules on bullying and racism and respond to them well. The school keeps a close eye on this. Pupils with special educational needs relating to behaviour make satisfactory progress due to appropriate planning, tracking and support that provides consistently for their needs.
20. These good attitudes grow from the highly inclusive ethos of the school and the very strong values it stands for, a school culture that recognises and celebrates everyone as unique and of value. The excellent provision for spiritual, moral, social and cultural development helps pupils develop very well as balanced, caring and purposeful individuals keen to do well and become good citizens. This makes a considerable contribution to the quality, breadth and depth of their learning.
21. Attendance for the academic year 2001-2 was well below the national average and unauthorised absence in the same year well above average. A minority of pupils, however, cause this and most pupils attend well. Much of the unauthorised absences reflect the problematic background of many of the pupils, and the school is using many sensible strategies to address the problem and with increasing success. The school system for recording attendance is good. Lateness is also monitored and the school is able to identify trends for both lateness and absence. During the week of inspection very few incidents of lateness were reported. There was a higher than average number of exclusions last year but these involved few individuals. Most have improved their behaviour and one has moved on to specialist provision.

HOW WELL ARE PUPILS TAUGHT?

22. Teaching is very good and a key strength of the school. It is much better than at the time of the last inspection. Most teaching is at least good and in more than half of lessons observed it was very good or excellent; there is a marked consistency from the nursery to Year 6 and across subjects. This judgement covers all teaching, including very good teaching by support teachers.
23. More focused teaching by specialist staff is very good, for example, for pupils with special educational or social needs or those who need extra help. Teachers, learning mentors and learning support assistants plan lessons carefully to meet the needs of these pupils. Tasks are matched well to pupils' needs and abilities. Targets are clear and achievable because staff work well together to plan and review them. Staff discuss pupils' target with them so that they know what they have to do to improve. Pupils have skilled support in groups and some pupils have periods of very appropriate individual support during each week.
24. Skilled and expert teaching by the bi-lingual assistant helps pupils with two languages and those who are learning English as an additional language to learn English quickly and make at least good progress in their other work. However, she has too little time to help the many pupils who need her skills. Consequently, when she is not available, their learning slows. The high quality of teaching overall is an important strength since, when teaching is only satisfactory, the many learning and behavioural problems of the pupils overwhelm teaching that in other schools would be seen as competent.

25. The key strengths of the effective teaching are:

- Teachers give pupils clear and appropriate objectives to meet.
- They use targets on a lesson-by-lesson basis to focus the pupils' learning.
- They use accurate assessment to focus the learning and teaching, and to give pupils feedback on how to improve.
- They build strong relationships based on high expectations, with the class as a whole and with individuals, so that good concentration and behaviour grows from a shared commitment to and enjoyment in learning.
- They work as a strong team with skilled learning support assistants and other specialist teachers.
- They use a wide and effective range of techniques to help each child to progress, spotting when learning slows and then suggesting another way or another direction.
- The enthusiasm of the teacher inspires the pupils and this provides an excellent context for personal development.
- Work is well matched to the various levels of ability.
- Planning is detailed and expert, and puts the learning needs of the pupils before simplistic coverage of the curriculum content. Teachers link work in one subject to work in other subjects very productively.

26. In these lessons, pupils learn rapidly whatever their ability. They take care and show pride in their own work and also in the achievements of others. They share good ideas but are unafraid to admit they find something difficult. They think about what they are doing because the teachers ask questions that make them think and give them time to think through the best answer. There is a purposeful and energetic sense of excitement. Over time, and as long as they have the same teacher, learning progresses steadily and becomes more rapid, supported by helpful marking and action by teachers when assessment shows that pupils have hit a recurring problem. This good assessment helps teachers to identify when a pupil needs extra help from such as the learning support teacher, learning mentors or an adapted individual educational or behaviour improvement plan.

27. Literacy and numeracy are taught well and often very well. Teachers focus on the pupils' speaking and listening skills and this helps pupils take full benefit from the systematic teaching of reading and writing. Numeracy teaching is equally good, and teachers see when speaking and listening skills hinder pupils' understanding in mathematics. This teaching is not restricted to daily literacy and numeracy sessions but enriches work in all subjects.

28. When teaching is less good, pupils quickly drift off task. Learning has been badly damaged by the previous high turnover in teachers, and at the time of the inspection, the much rarer less effective teaching was often where the teacher was new or comparatively new. Sometimes this was because the teacher had not had time to build a relationship based upon high expectations, sometimes because the teacher had not had time to adapt previous experience to the needs of the pupils in the class and, more rarely, because they had not received enough guidance from senior managers. In some lessons, the most able pupils need even greater challenge.

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

29. The curriculum meets in full the requirements of the National Curriculum and for religious education. It is broad, balanced and very relevant to the pupils' present and future lives, and provides a good range of high quality learning opportunities to meet the intellectual, social, physical and personal needs of the pupils. The amount of teaching time devoted to each subject provides a good balance of learning for all pupils. The curriculum has many strengths, for example, the school's productive relationship with the community and with neighbouring schools. The good provision for literacy and numeracy plays a very important part in helping pupils understand what they learn and, then, in making it come alive.
30. Since the last inspection, the school has worked successfully to improve the curriculum and has done so significantly. It now provides a well-managed programme so that pupils learn steadily and one step at a time. Personal and social education is a considerable strength and introduces pupils, amongst other topics, to a good understanding of citizenship. Health education, including sex education and drugs awareness is well covered. The national strategies for literacy and numeracy are fully and effectively implemented. Teachers have revised the schemes of work and brought them into line with national guidance. The teachers' clear learning objectives have sharpened their short-term planning and, combined with their good assessments of pupils' learning needs, these improvements have improved the focus of their teaching of the curriculum. Significant developments in the range and availability of information and communication technology have improved provision further. Governors make a positive contribution, both in their formal governing role and also as volunteer help in classrooms. Parents also provide good support for pupils' learning, particularly with the home-school learning journals.
31. The provision at the Foundation Stage provides rich and varied learning opportunities and builds a firm and secure basis for later learning. The provision for pupils with special educational needs has improved and is now very good because of its relevance and the highly inclusive atmosphere in the school. This has a major impact upon the progress pupils make because they are included very well in every aspect of the school's life. Skilled support for pupils learning English allows them to quickly benefit from the learning opportunities. Various targeted types of support help pupils who may have social problems and, similarly, increasingly challenging work and specialised provision allows most of the very able pupils reach their potential. Together these interventions and strategies make the curriculum highly accessible to all pupils.
32. The national strategies for literacy and numeracy have been well established and are having a very positive effect on pupils' learning. Pupils now progress in these subjects at a higher rate than expected nationally and those with special educational needs, pupils from cultures other than English and those for whom English is an additional language do particularly well and find the learning highly relevant. The school continually reviews and modifies the curriculum, and this leads to further training and support for teachers so that they can improve the quality of what the pupils learn. For example, the school has released senior staff to work alongside and support staff in their planning and teaching. The teachers plan consistently well for literacy and numeracy, including within other subjects, and this makes a significant contribution to the good basic skills which most pupils acquire.
33. Pupils participate in educational visits such as to Plumstead Common, local shops, museums, theatres, galleries, environmental centre and local places of worship. There is also a residential trip for older pupils. These trips extend and enrich the curriculum and provide the pupils with a wider view. Dance workshops and a good range of

musicians visit the school along with health professionals, all of which deepens the pupils' learning.

34. The school provides enough opportunities for pupils to participate in out-of-school activities which enrich their learning, and these are currently enjoyed by a large majority of pupils. Even so, these remain an area for improvement of the curriculum. The school has responded to the parents' wish for more clubs and is planning to increase the provision in the future. At the moment, pupils benefit from clubs for music, dance, drama, origami, trumpet, boys' and girls' football, Saturday mathematics, social club, breakfast club and an after-school club. The curriculum provides a secure foundation for secondary schooling.

Provision for personal development

35. Provision for personal development is excellent and considerably improved since the last inspection. It is at the heart of what the school aims and needs to achieve. Overall, it makes the school a very inclusive place because pupils feel valued, recognised and celebrated for their unique personalities and cultures. The result of this powerful provision is that all learning is enriched and all pupils are helped to develop morally and socially, with excellent awareness of the wonder of their own being and world, and to appreciate the cultural richness within the school, local community and wider society.
36. Provision for spiritual development is excellent. This grows from very good assemblies that give the school a focus for the week and provide opportunities for quiet reflection. The hall becomes a 'special place' or, as a parent said, 'It is like a christening!'. Good planning ensures that all faith traditions are celebrated as having equal significance. The provision is seamless with religious education, personal and social education, and 'circle-time'; reflective work in such as art and literacy lessons all play a part.
37. Provision for moral and social development is very good. The school as a whole sets clear standards and expectations, and each class have drawn up and agreed their own codes to govern how they work and behave. These stress the importance of understanding the needs and achievements of others – pupils often drew inspectors' attention to the achievements of other pupils because 'he usually finds it difficult but today he has done great!'. There is an active and dynamic school council and children of all ages are given, and take, increasing responsibility and opportunities for initiative.
38. Provision for cultural development is excellent because it not only introduces pupils to a rich variety of cultural achievement, for example, musicians, but also celebrates the pupils' own achievements and unique cultures. Pupils say this is the best part of the school. Again the provision is seamless, threading its powerful way through assemblies, displays, lessons, visitors to school and visits to other places. The provision is very balanced across cultures, with English culture playing its part through 'red, white and blue' days. The school takes part in a local anti-racist festival and people commented how staff and pupils were not only against racist behaviour but showed what cultural richness and diversity can achieve.

The contribution of the community

39. The growing partnership with other community groups is a strength of the school. These include local secondary schools, faith communities, local education authority colleagues and agencies. The parents are playing an increasing part in the life and work of the school. These initiatives provide a very good platform for further improvement.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Adults and pupils feel safe and secure in school. The personal approach of the headteacher plays an important part in this because he makes himself constantly available to pupils and parents. Health and safety procedures both in the classroom and throughout the school are very good. The design and layout of the playground has been considerably improved over the years with a good zoning system to provide for a range of activities. Supervision is very good. Children under five benefit from a separate secure play area.
41. Appropriate child protection procedures are in place and are understood and practised by all staff. The school receives good support from the local education authority for training. The headteacher, who is the nominated child protection officer, works very well with the social services department to ensure that the needs of the pupils in his care are met.
42. Medical arrangements are good. There are three staff qualified in first-aid. The sharing of information about children with health problems is handled with sensitivity and the teaching staff receive appropriate briefing.
43. Measures to promote good behaviour are effective, and the behaviour policy is clear and easy to read. Pupils receive good personal guidance and there is very good additional guidance for those with special educational needs related to behaviour. The school takes special care to provide a welcoming environment for new pupils. The excellent racial harmony within the school is the product of carefully thought-through provision, which ensures that all pupils and cultures are respected and valued. A well-developed system of rewards provides many opportunities for pupils to take pride in their work and develop a sense of responsibility towards others and school property. The school council, the homework policy and school clubs allow pupils to develop positive attitudes to school life and the school supports a positive transition to secondary school. The school's measures to prevent oppressive behaviour and racist attitudes are very effective.
44. The procedures for monitoring and improving progress and personal development are good. The success of the behaviour policy is outstanding and is a model of good practice. Staffs know pupils well, which helps them to recognise patterns of behaviour and attendance that might be a cause for concern. As a result of informal but continuous monitoring, pupils' personal development is good. The monitoring of attendance is good, but, at present, the school has no educational social worker. Registers are properly marked. However, there is too long a gap between a pupil being marked absent and parents being contacted by phone. The school plans to address this.

ASSESSMENT

45. The quality of assessment is good. This shows significant improvement since the last inspection. Teachers now regularly test the learning of their pupils, especially in English, mathematics and science, and they compare the results with those of other schools to ensure that pupils are making enough progress. Teachers skilfully analyse the results to decide on the gaps in pupils' learning and where they should concentrate their teaching. Teachers compare the results of boys, girls, ethnic groups, pupils with English as an additional language and those with special educational needs to ensure that all groups of pupils are progressing as well as they should.

46. The school has worked hard and successfully at improving assessment. Staff training has taken place and new policies and procedures have been introduced leading to very positive developments, especially in English. For example, pupils have individual learning targets for literacy, based on the next stage of learning for each pupil, revealed by teachers' assessments. This is very good use of assessment. Teachers also use their very good assessment skills when marking in English. They regularly provide in-depth marking for each pupil, giving feedback on how to reach the next steps in learning. Inspection evidence supports the view of the school that other subjects would now benefit from the high quality assessment practices seen in English.
47. Good assessment was seen at other levels during the inspection. For example, during lessons, teachers question individuals and groups of pupils to assess their levels of understanding. Teachers use this informal assessment to modify their teaching in the lesson or to change a future lesson to meet the learning needs. Pupils, too, assess their own learning effectively and confidently. Lessons start with the teacher explaining the clear learning intention, which is also written and displayed. At the end of the lesson, the teacher gives the pupils time to assess the extent to which they have achieved the intended learning. This helps to focus the pupil and teacher on making the best progress.
48. Although assessment in the core subjects of English, mathematics and science has many strong features, assessment in the remaining foundation subjects is inconsistent with no agreed procedures yet in place for some subjects. Further use could be made of assessment data to show pupils, parents and the wider community the way good attendance brings success, and poor attendance does not.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The strong partnership between the school and parents makes a major contribution to the pupils' learning and personal development. Parents value the school highly and consider that the school has improved over the years, and especially since the new headteacher joined the school. The quality of information has improved and the quality and quantity of homework across the school is good, providing a bond between home and school.
50. The school has worked hard to involve parents through a wide range of activities. These include workshops to explain the national strategies for literacy and numeracy and national tests. Opportunities for parents to view their children's work at school and become involved in their child's learning are good. These evenings are well attended. Social events and consultation evenings geared to helping parents support their children are well attended. Parents at the pre-inspection meeting said that the school welcomed voluntary help, and a small number come and work in the school. For example, there were five volunteers from the community working in the school during the inspection, listening to pupils read and supporting the work of the class teachers.
51. Parents receive very good information about the school and how their children are doing. The annual reports to parents are informative and are tailored to each child. They give a good range of information, particularly on standards in mathematics and English and pupils' personal development, and ideas as to how to improve the child's progress.
52. A regular flow of information about what is being taught keeps parents well informed. Information to parents is well structured and of a high quality; however, sometimes the

information given is too long and the message is lost. Shorter versions using bullet points or clip art might be more beneficial, especially for parents with English as a second language, for example, concerning attendance. Use of assessment data to show the negative effects of poor attendance would sharpen the message. A notice board inside the school provides parents with information regarding school matters and the local community. Clubs for example, the after-school club, provide very good support for children. This helps working parents. The home-school journals tell parents weekly what their children will be learning, how they can help and invite their comments. Parents of pupils with special educational needs are kept well informed of their children's progress, and their comments are taken fully into account in assessing and reviewing their needs. Parents of pupils whose special needs relate to behaviour are informed regularly by the headteacher. He takes a personal interest in ensuring that they are not excluded from school. The work of such as the learning mentors is building an even strong partnership between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. At the heart of the school's increasing success is the excellent leadership of the headteacher, ably backed by the deputy headteacher and senior management team. They give both staff and pupils a vision of the school that they will become and the determination and commitment to strive towards this very challenging aim. They lead by fine personal and professional example, expecting much but treating failure as a problem to solve together. The strong senior management team shares these qualities. The management from this central team is good, but they recognise that in this school only the best will do, and that, therefore, there are still skills to learn.
54. Rapid turnover in staff has weakened middle management. Several subject co-ordinators are new to their role and they have yet to be able to implement in full their well-considered improvement plans. Even so, every area is satisfactorily managed, several well, and the Foundation Stage, mathematics, special educational needs and information and communication technology very well. Although this middle management is improving rapidly, currently co-ordinators have insufficient time to bring leadership to the fore, for example, by working with colleagues in classrooms. Similarly, standards in some subjects have yet to be sufficiently monitored so that evaluation can quickly highlight areas for improvement. Senior management recognise that their support needs to be more systematic.
55. Governors are well led and work in a business-like and efficient manner. They are very involved with the school and have a clear idea as to where they want the school to go. Once they decide something or want something investigated, they follow it through rigorously, checking that things happen as they wish. The governing body has recruited people with wide and relevant experience, but has yet to focus the skills of these governors fully to the benefit of the school, for example, on financial planning and marketing. A governor said, 'Our children are a pleasure - they make us shine and that keeps us working harder'.
56. The school improvement plan is a careful and well-considered plan of action, focusing on the current year but looking forward to the future. It is supported by subject area plans of equally good quality. The school sets challenging yet realistic targets, although the school could usefully consider making a stronger link between these targets and the actions that are planned. Because this link is not clear, the school is trying to improve many things and it is not easy to see top priorities, and how each initiative supports the others.

57. This strong and determined leadership and management have created a team that works together with clear values, very high standards and a shared determination to succeed. The school has built strong foundations for future improvement. The leadership and management are much improved since the last inspection.

Accommodation

58. It is an old but attractive building that the school has made into a stimulating, attractive and efficient place in which to teach and learn. Even so, it is costly and difficult to maintain and its poor state when the school opened in 1988 appears to be at the root of the school's current difficult financial situation. This school does not waste energy grumbling about the building's inadequacies but has made every nook and cranny an opportunity for learning. For example, although cramped and surrounded by other buildings, the outside area for children in the nursery is excellent, with a beautiful garden and well-arranged play equipment. The hard play areas could be lifeless and boring but they are not. This is because the school has added murals, provides interesting play equipment and has adults to guide pupils in their play. For these reasons, the playground becomes a good place for learning and personal development. The reception class does not have immediate access to the outside play area and garden. Even so, access is regular and well managed. The school is seeking ways to overcome this problem, and in an ideal world this would be good. Even so, this inspection finds that the present situation does not significantly harm the learning of reception children. The outside toilets, as some parents believe, are not satisfactory and the school is seeking ways to improve them. The school council has many good ideas as to how. The site manager ensures that everything is clean and in good repair – indeed the whole school sparkles. Governors ensure there is rolling maintenance programme and have made bright and cheerful decoration a priority. The school provides a safe, secure and healthy place in which to learn.

Staffing

59. The school has had considerable problems recruiting and retaining staff. In the main, this is a problem facing many similar schools and is not of this school's making. Even so, it has and is having a considerable negative effect on the school's ability to improve because, as soon as staff leave, new staff need to be supported and leadership, management, teaching and learning lose continuity. Induction varies in both degree and effectiveness, ranging from the very good, which is usual, to the inadequate. Support for staff, for example, performance management, meets statutory requirements, and training and support for staff are relevant and well managed. Even so, staff development is insufficiently systematic and is sometimes reactive.
60. Despite these problems, at the time of the inspection the school had a strong and well-qualified staff well fitted to meet the demands of the curriculum. There is a strong team of skilled learning support assistants, backed by learning mentors and a learning support teacher, and, together, they make a significant contribution to raising standards. The bi-lingual assistant is expert and experienced, and a very effective teacher. She has, however, insufficient time to meet the needs of all these pupils. Although learning support staff are very skilled, there are lessons in which insufficiently effective ways are found to use their skills when the teacher is teaching a class as a whole. School administration staff are skilled and of high quality but insufficient in number to meet the needs of the school. This leads to much of their time being taken up with day-to-day matters and leaves too little time for the contribution their skills would allow, for example, in preparing bids for extra resources. A characteristic of support staff is their multi-skills, for example, a member of the administration team covered for absence as a very effective support assistant in the nursery.

Resources for learning

61. In the main, these are of good quality, adequate range and sufficient quantity. They are well stored and accessible. Even so, improvement is required because these pupils need very high quality resources if they are to meet their potential, and these teachers need the best tools with which to teach because making their own resources wastes energy and time that is better spent in other ways. Similarly, they need the best equipment; for example, in a lesson where pictures that were too small to see, this created learning problems because what was needed was an overhead projector. In another lesson, a video was needed but not available. The good quality computers in classrooms and the very good library area show how learning leaps ahead when it is well resourced.

Efficiency

62. The school has become much better at managing and controlling the money it receives, which is higher than average for similar schools, and at making wise and prudent investments. Procedures are now satisfactory. However, weaknesses in the past have led to the current situation where the school is paying off a significant loan made available by the local education authority. Although the interest on this loan is at a reasonable rate, interest payments make the problem worse. Currently, the local education authority is providing considerable and positive support for governors in working towards the day when the loan is repaid. Even so, the repayment of this loan means that the school cannot build funds to meet contingencies and to fund longer-term investment, and the financial situation creates year-by-year and week-by-week problems and pressures. Despite these pressures, designated funds, for example, for

support for special educational needs, are spent appropriately. Because of the school's bad financial position, governors and management have cut costs to meet repayments of the loan, for example, in staffing and resources for learning. This financial situation is having a significant and negative effect on the school's ability to improve and to raise standards. The local authority has offered to look at the way these debt repayments are managed so that they have a less harmful impact upon current pupils.

63. The improved and currently satisfactory financial planning and control procedures help the school deal with this situation better, but the school is not yet good enough at taking advantage of the financial resources available to it. It makes very good use of additional resources, for example funds from the 'Excellence in Cities' initiative, when these are available. The school falls just outside two deprived areas of Greenwich that benefit from centrally funded initiatives, even though the school serves a very deprived area. The school recognises that they need to become more skilled and quick at accessing additional funds for which they must bid, and the local authority have offered help and expertise.
64. A result of needing to deal with high turnover in staff, repayments of the loan and raising standards, has been that governors and management have missed chances to promote the very great achievements of the school to the wider, including business, community. Addressing this need to market better the school's achievement will help attract further tangible resources and make recruitment easier. Such marketing raises the pride of staff and pupils in their school and this aids learning and personal development because it raises self-esteem and aspirations.
65. The school now ensures that it gets best value for its purchases, a previous weakness that led, in part, to the need for a loan, and sets targets for improvement by comparing its performance with that of other schools. The school has a very productive partnership with local education authority colleagues and other partners, and this gives it a much clearer idea as to how to improve. Staff and governors are highly innovative, challenging everything they do so that their work can improve. Consequently standards are rising despite the many challenges the school faces and already compare very well with performance in similar schools. The school offers good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The school faces much greater challenges than most schools because children join the school with very low attainment and many do not find it easy to behave well and concentrate on their work. Despite these challenges, excellent provision for personal development backed by strong and clear leadership from the headteacher and deputy headteacher, a strong senior management team, very good teaching and a very relevant curriculum create a powerful and purposeful learning community. These achievements are not easy. To ensure that this rapid improvement continues, governors and staff need to improve their financial management, recruitment and retention of staff, and extend the part other staff take in the leadership and management of the school.

67. To raise standards further, governors and staff should:

(1) Improve the financial management and planning of the school by:

- discussing with the local education authority ways in which the repayment of the loan can have a less negative impact year-by-year and week-by-week; (Paragraph 62)
- becoming more expert and skilled at accessing extra revenue from centrally funded initiatives; (Paragraphs 63 and aspects of 55 and 60)
- improving the marketing of the school within the local and wider community, so attracting more tangible support. (Paragraphs 64 and 55)

(2) Building a more stable staff by:

- improving procedures for the recruitment, induction and retention of staff; (Paragraph 59)
- making staff development even more effective by ensuring its quality is more assured, systematic and continuous. (Paragraph 59)

(3) Making management more effective by:

- improving and extending the role and effectiveness of subject leaders; (Paragraph 54)
- clarifying and extending the role of learning support assistants; (Paragraph 60)
- auditing and then improving resources for learning. (Paragraph 61)

While addressing and rectifying the above areas for improvement, governors should:

(1) Improve attendance by:

- continuing present ways of promoting good attendance but make the message clearer to parents and pupils; (Paragraphs 21 and 44)
- using assessment data more fully to make the negative effects of poor attendance clearer to pupils, parents, staff and the community as a whole. (Paragraph 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	10	20	7	5	2	0	0
Percentage	23	46	16	11	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	183
Number of full-time pupils known to be eligible for free school meals		57

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	4	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	6.6

Unauthorised absence

	%
School data	1.3

National comparative data	5.4
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National comparative data	0.8
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	18	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	9
	Girls	13	15	13
	Total	19	22	22
Percentage of pupils at NC level 2 or above	School	66 (93)	76 (81)	76 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	10
	Girls	13	14	13
	Total	20	22	23
Percentage of pupils at NC level 2 or above	School	69 (85)	76 (96)	79 (96)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	12
	Girls	8	9	10
	Total	16	20	22
Percentage of pupils at NC level 4 or above	School	62 (70)	77 (57)	85 (77)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	11
	Girls	8	9	9
	Total	13	17	20
Percentage of pupils at NC level 4 or above	School	52 (63)	65 (63)	80 (67)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	115	14	1
White – Irish	6	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	4	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	16	0	0
Asian or Asian British - Pakistani	7	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	10	0	0
Black or Black British – African	9	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded. The exclusions involved 7 individuals, all of whom were boys.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	22.1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	166

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	1
Total aggregate hours worked per week	19
Number of pupils per FTE adult	11.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10.5
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001 – 02
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	£
Total income	686215
Total expenditure	655074
Expenditure per pupil	3033
Balance brought forward from previous year	- 47694
Balance carried forward to next year	-16553

Minus sign means deficit.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	0	1	1
My child is making good progress in school.	60	36	2	1	1
Behaviour in the school is good.	54	43	0	1	2
My child gets the right amount of work to do at home.	41	48	8	1	2
The teaching is good.	69	27	2	1	1
I am kept well informed about how my child is getting on.	52	34	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	30	4	0	1
The school expects my child to work hard and achieve his or her best.	65	29	5	0	1
The school works closely with parents.	61	30	7	1	1
The school is well led and managed.	67	32	0	0	1
The school is helping my child become mature and responsible.	59	38	0	1	2
The school provides an interesting range of activities outside lessons.	29	43	15	6	7

Other issues raised by parents

Some were concerned because they thought that:

- the school received insufficient funds;
- their children's learning had suffered because the class teachers had changed too frequently.

Inspectors agree that the previously high turnover in staff has had a very detrimental effect on many pupils' progress. The school receives sufficient funds but paying off a loan that was needed to allow the school to pay for repairs has and is having a very harmful effect upon the school's capacity to 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

(Provision for early years learning at the Foundation Stage (nursery and reception classes) covers six areas of learning. To prepare for work within the National Curriculum, children are expected to progress through three steps and achieve early learning goals (ELGs) in each area of this learning. Guidance for this stage expects learning to be a balance between focused work in groups and structured play with a purpose.)

68. Provision at the Foundation Stage is very good and provides a secure basis for learning within the National Curriculum. It has improved since the last inspection. Children join the nursery with very low attainment, especially in their speaking and social skills. The very good teaching and strong routines help them settle quickly and they soon make very good progress from a low base. Even so, by the time they move on to the reception class their attainment is still low and very low as to speaking in ways that help them sort out ideas and being able to understand what they hear. The very good progress continues in the reception class and by this time the children can organise themselves and their concentration has improved. By the time they move on to Year 1, most children will achieve their ELGs, although this is less the case for areas of literacy. Staff make the building of social and speaking skills a high and very sensible priority.
69. The setting provides a very good context for learning. Both rooms are attractive and stimulating, and provide clear areas and resources for learning within all areas of the learning. The outside play area is excellent, providing opportunities for challenging physical play and quiet reflective areas to play quietly, with a sense of wonder at nature. The reception class does not have immediate access to this area, but children have well managed access at set times in the day. This situation is not ideal but does not hinder significantly the children's learning.
70. The provision is very well managed and led with a strong sense of teamwork between teachers and learning support assistants. Accurate assessment allows all these staff to track each child's progress and to take action if progress slows. The curriculum is very well managed, providing very good balance between the areas of learning and ways of learning, for example, focused literacy and numeracy sessions, well-organised and structured activities and fully free learning through play in the 'garden' and in the sensory areas that the nursery children call the 'pretty room'. There is a very good partnership with parents and they are fully involved in their children's learning.
71. Several of the children are learning English as an additional language and have expert support from a bi-lingual assistant. Some children have significant special educational needs and these children are well supported, particularly by the skilled learning support assistants. Alongside good support for the more able, and the strong multi-cultural nature of teaching, displays and resources, the provision is highly inclusive, allowing each child to feel valued for their unique personalities. The provision as a whole makes a very positive contribution to the spiritual, moral, social and cultural development of the children, and, consequently, they join Year 1 ready and keen to learn in more structured ways.

Personal, social and emotional development

72. Teaching is extremely good and based upon strong relationships, high and clear expectations and very secure routines. This gives children boundaries that soon become their own and helps them grow in confidence and self-esteem. They know how they are expected to behave and work, and this gives them the ability to begin to take responsibility for their own attitudes and behaviour. They take turns and share, co-operate and often work together to achieve a task. This is very evident in day-to-day activities, for example, working at the computer or in the make-believe 'restaurant'. Yet they also show growing independence when playing in the role-play areas, the 'pretty rooms' or quietly enjoying a book. They show developed social awareness, for example, when doing physical education in the hall or choosing a book when waiting for their parents to arrive. Most will achieve their ELGs by the time they progress to Year 1. However, this development is fragile because it is very dependent upon the ethos of the setting, and, once children need to live beyond the boundaries of the Foundation Stage provision, they tend to revert to a more egocentric view of the world, and well-controlled and socially aware behaviour disappears.

Communication, language and literacy

73. Teaching is very good and focuses upon the key block to the children's learning – their speaking and listening. Staff model language very well and this helps children gain the structured language they need at school and to order their thoughts. From the start, children are introduced to a world in which books are important. Consequently, they learn to value and enjoy books. They quickly learn that books go from front to back and that print has meaning that usually relates to the pictures. They learn that stories have beginnings, middles and ends, and that different characters take different roles. They learn to enjoy language through learning rhymes and poems. Systematic teaching quickly helps them learn that letters have sounds and that these link together to make words. Frequent practice helps them begin to control a pencil and form letters, something they enjoy when writing their names with their parents at the beginning of the day. They regularly take books home to read with their parents. By the time they progress to Year 1, most will be early readers and a few will have gone far beyond this, reading simple texts with confidence. Most will be able to write letters and the majority to write words and simple sentences. A few will be well beyond this, writing sentences independently and beginning to string them together.
74. Speaking is less well developed although most use structured language with a good range of vocabulary when required. Unless helped, however, this soon reverts to unstructured language. This means that few can use language to deduce or infer. Even so, they are confident and eager speakers. Listening is also less well developed. Children mainly but not always listen attentively and follow instructions, but many find it difficult to think through what they hear to grasp the meaning. Overall, only a few will attain all the goals for this area of learning by the end of reception.

Mathematical development

75. Teaching is very good and the setting provides an environment that is rich in number and mathematics. Key skills are taught systematically and sequentially, with a very good balance between full class sessions and structured play activities that give many opportunities to weigh, measure, put things into categories and decide whether things are bigger or smaller, longer or shorter, heavier or lighter. There are many opportunities for children to use the computer to use their growing sense of number and ability to count. Staff make very good use of assessment so that they can intervene in structured play activities if they spot that children need more time and practice to embed their mathematical understanding. Consequently, children enjoy their number work and

get excited by their growing achievements. By the time children progress to Year 1, most but not all will meet the ELGs and a few will have exceeded them, already having a good sense of number and able to perform simple calculations.

Knowledge and understanding of the world

76. Teaching is very good and a significant strength of the provision. This widens the children's perception of the world. Themes give children opportunities to learn in depth and there is a strong multi-cultural element. Children learn to model using boxes and other materials and, as when making a rocket, this helps them to see how to join, stick and make secure structures, and pay attention to not only function but also appearance, for example, when making drums. They learn to use the computer skilfully and confidently. They begin to do science, investigating living and non-living things and how to tell the difference, observing carefully what they see and making simple records. They extend their understanding of the wider world, learning why home and school are different and that we all live on the planet Earth, but in different ways. The provision as a whole extends the children's perception of the world and their vocabulary of words and ideas. A good example was an excellent activity making fruit kebabs that joined together development of speaking, numerical and technological skills. Most children will achieve their ELGs by the time they progress to Year 1, and some will exceed them.

Physical development

77. Teaching is very good and the provision provides a very positive environment for learning. Children join the nursery with average ability to move their bodies but find it much more difficult to use their fingers to manipulate such things as pencils and simple tools. They make very good progress but, as to dexterity, have further to go. The good teaching creates good progress in both aspects. In a physical education session in the hall, firm yet caring teaching helped most children perform rolls and balancing activities with great skill, aware of the safety of themselves and others, and the changes that exercise made to their bodies. The many writing, drawing and making activities develop the children's ability to control the use of such as brushes, pencils and simple tools. Play outside develops their ability to control and steer play vehicles, and to climb and balance. The children gain considerable enjoyment from physical activity, especially when using their bodies expressively. Most children will exceed the ELGs by the time they progress to Year 1.

Creative development

78. Teaching is very good and the provision provides a rich, creative and exciting environment for learning. There are many opportunities for children to stretch their imagination through role-play, dressing up, or just enjoying the sensations of sound, light, colour and texture in the 'pretty areas'. Painting is not just done but taught, and children gain a sense of colour, texture and skills in observation and design. They enjoy singing and learn to play and make simple instruments, investigating the different sounds when stroking, hitting or scratching multi-cultural instruments. This extends their speaking skills when it makes a 'scrity-scrity' sound. There are many opportunities to reflect quietly in the garden or in the 'pretty area' and this deepens their ability to appreciate their own reactions, while also by other means to appreciate the rich variety of cultures within the school and the wider world. Most children will achieve their ELGs before they move on to Year 1.

ENGLISH

79. The provision for English is good and, although the majority of pupils attain standards by the end of Years 2 and 6 that are below those typical of pupils at the age of seven and eleven, more pupils are attaining closer to nationally expected standards by the end of Year 6. Provision and standards have improved significantly since the last inspection. Results in National Curriculum tests for pupils at the end of Years 2 and 6 are particularly affected by the following factors:
- The large number of pupils with special educational needs in some year groups.
 - The number of pupils who come into the school during the school year.
 - The number of children who come into the school with well below average language skills.
 - The changes of staff for some classes.
80. National Curriculum assessment results at the end of Years 2 and 6 in 2002 were well below national averages but were above standards in similar schools at the end of Year 6. Few pupils, however, attained at the higher level 5. However, progress in lessons observed is good because of the very good teaching and pupils achieve well. The school is likely to achieve its targets in 2003.
81. Factors contributing to this progress are:
- Consistently good, or very good, teaching of pupils of all abilities and backgrounds.
 - Good planning by teachers.
 - Very good use of assessment information to identify strengths and weaknesses in teaching and learning.
 - The use of assessment for the formation of reading and writing groups with a clear focus.
 - The focus on writing in all subjects and strong links between speaking, reading and writing.
 - The use of the curriculum support teacher, learning mentors and learning support assistants to support specific groups of pupils.
82. All pupils achieve well. Although girls achieve better than boys in statutory assessments, no significant differences were observed during the inspection. Support for pupils who learn English as an additional language enables them to make good progress initially and build on this as they move through the school. Pupils with special educational needs work hard and achieve well because of the high quality teaching and support they receive. The adult support they receive helps them to gain skills and to take part in lessons more confidently. Very good support and teaching helps lower-attaining pupils to benefit from group sessions and more-able pupils to improve their skills systematically. These arrangements should help all of these groups raise their attainment in National Curriculum tests.
83. Standards in speaking and listening are below national expectations by the end of Year 2, aged seven. By the end of Year 6, aged eleven, their skills are average for this age. Teachers work hard to encourage pupils to respond to questions appropriately and extend their vocabulary. Good team-teaching between adults helps pupils maintain their concentration and extend their answers in Year 1 and 2. They enjoy the teachers 'deliberate mistakes' and are delighted to explain which is the correct word or spelling to use. In geography, pupils in Year 3 speak confidently about countries in which they have lived and others listen thoughtfully. In Year 4, one pupil presents a prepared talk on his favourite author. He responds to very sensible questions from his audience confidently. Pupils enjoy contributing to lessons and are quick to put up their hands. Pupils in Year 5 discuss current issues in a mature way and pupils in Year 6 compare

the styles of artists' work in a sensitive manner. 'I don't think Vermeer was as powerful an artist as Leger,' one pupil comments very thoughtfully. 'His work is not as creative.' Pupils explain their ideas about books, and their developing preferences for authors and types of books, very clearly.

84. Attainment in reading is below that typical of pupils aged seven and eleven, at the end of Years 2 and 6; even so, pupils make good progress and they enjoy reading. They use the strategies they have learned to tackle new words very effectively. For example, pupils in Year 1 point out 'he' in many of the words they are learning to spell. They applaud one pupil because he spots 'the' in 'them'. The number of pupils reading at a higher level is increasing because of the very good use of daily group reading sessions and the increased emphasis on pupils' talking about what they have read. Pupils are pleased to read to parents or volunteer helpers and are aware of the progress they make because they read regularly to adults.
85. By the end of Year 2, aged seven, pupils' standards in writing are below what is expected nationally, but standards are improving and pupils make good progress because of the very carefully structured teaching. This ensures that pupils learn to improve their formation of letters, write legibly and have regular spelling practice. Throughout the school, pupils do not use capital letters, full stops and other punctuation consistently. This is probably due to the many changes of teachers and current staff work hard to improve pupils' ability to structure complete sentences all of the time. More able pupils write fluently and with a good style of writing. However, a large number of pupils write legibly but do not check sufficiently what they have read for meaning. Although they show awareness of punctuation when reading a book, they do not re-read their own work carefully enough to ensure that their writing is well punctuated.
86. Pupils' use of imagery and language in poetry is developing well because of the good preparation for writing that comes from expressing feelings and thoughts orally before writing. Pupils in Year 4 produce exceptional Haiku poems because they are immersed in the culture, language and art of Japan while they write. Pupils in Year 5 respond well to the language and images of mythical creatures, heroes and heroines and produce very good imaginative ideas. However, they have difficulty in expressing these well on paper.
87. The use of targets is helping pupils to focus on areas that they need to improve and pupils in Year 6, in particular, take good note of these. Pupils make good use of story plans and their reading journals. They present their work very well in a series of interesting topic books written during holiday periods.
88. Teaching and learning are very good overall. Good planning ensures that lessons build well on previous learning. Teachers ensure that pupils have tasks they can achieve and that build on their strengths, some pupils with the guidance of an adult. Activities are practical, challenging and enjoyable. They reinforce reading and writing skills systematically. Marking of work very effectively reinforces pupils' targets and teachers' expectations of pupils. Teachers, learning mentors and learning support assistants manage behaviour very successfully. They make clear what pupils have to learn in lessons and review what has been learned at the end of lesson effectively.
89. Pupils' attitudes are very good. They are keen to contribute to lessons and want to read their work to adults. They work very well in pairs and small groups. The excellent relationships between pupils and staff create a good atmosphere for learning and pupils grow in confidence as they develop their skills and understanding.

90. The co-ordinator is new but there are good guidelines for the subjects. Teachers use these imaginatively. The literacy strategy has been implemented effectively and there is very good use of literacy in other subjects. Information and communication technology is used well for word-processing, practising of spelling and writing stories. Pupils use the library confidently and enjoy the stimulating displays there. The 'book making' display by the governors is a very interesting and informative contribution that reflects their pride in teachers' hard work. English makes a very strong contribution to pupils' spiritual, moral, social and cultural development through opportunities for reflecting upon a wide range of literature from diverse cultures and working with others.
91. To improve standards even further, the school should:
- Continue the development of the role of subject leader.
 - Continue to give the development of speaking and listening skills very high priority.
 - Continue the teaching focus on punctuation and getting pupils to check their work.

MATHEMATICS

92. The school provides well for learning in mathematics. Standards of attainment at the end of Year 6 are in line with national expectations, while standards at the end of Year 2 are well below. Pupils enter the school with standards which are well below average, but as they move up through the school they make good progress. Throughout the school, standards of attainment in mathematics have risen since the last inspection.
93. By the age of seven, pupils can roll two dice, adding or subtracting the numbers shown. They multiply units, using apparatus, and they have good knowledge of odd and even numbers, simple fractions, of common shapes and telling the time to half an hour. In a Year 2 lesson, most pupils showed they are developing a sound knowledge of three and four-sided shapes, and they construct and draw them. The most able pupils construct shapes with five sides while the least able use plastic shapes of triangles and rectangles to help develop their understanding.
94. By the age of eleven, pupils calculate percentages of quantities. For example, in a Year 6 lesson, pupils made quick and accurate mental calculations of 25 per cent, 50 per cent and 75 per cent of £40 and successfully converted the percentages to fractions. They solve word problems and calculate the areas of common shapes. Most pupils understand reflective symmetry and calculate the perimeter of irregular shapes but some of the less mathematically able pupils are less secure in these aspects.
95. The quality of teaching is very good throughout the school. Teachers' plans for the mathematics teaching across the full range of attainment are very effective in ensuring a broad range of sequenced learning steps for all pupils. Teachers translate these into learning targets for each class. This helps the pupils to learn well in mathematics and evaluate their progress. Lessons begin with the teacher explaining the learning intention to the pupils, and the lessons close with the teacher and pupils judging how far the learning was successful. This leads to the teacher and pupils remaining focused on reaching the lesson objective. Lessons seen were characterised by a brisk, lively delivery of the teaching, with a strong sense of shared purpose. Pupils concentrate well and their interest is sustained by the teachers' creative use of physical activity, for example, standing and stretching limbs or rapid hand and brain exercises known as a 'Brain Gym'.
96. Teachers frequently question pupils to assess the extent of their learning. They then use this information to modify their teaching, where necessary, either in the lesson or in

future teaching plans. This succeeds in keeping a good match between the teaching and the learning needs of each pupil. Pupils are often grouped by ability in lessons and this helps the teachers to ensure that the work is neither too easy nor too difficult, and that support is provided where needed. This is mostly successful, although there was some evidence of more-able pupils being given work that did not challenge them enough. Teachers use marking well to give feedback to pupils on what they need to do next to make best progress. However, the teachers' procedures for marking in mathematics are not yet as good as the very good practices in English. Homework is used effectively to support learning in mathematics through the very good arrangements for using home-school learning journals. The school provides a very successful Saturday 'booster' mathematics class for up to 14 pupils from Year 6. There are similar classes for English.

97. The teachers' very effective practices for promoting equality of opportunity have ensured that there is no significant difference between the attainment and progress of the different groups of pupils. The results of boys and girls, pupils of different cultural backgrounds, and those who are learning English as an additional language are in line with the other pupils. Pupils with special educational needs make progress that is as good as other pupils'. This represents good achievement given the barriers to learning which teachers and most pupils work hard to overcome. It is also a reflection of the good quality support that these pupils enjoy from support staff who encourage pupils and help them to sustain concentration. These pupils have their needs carefully assessed by the staff, who then translate them into targets for learning. Teachers take these into account fully when planning lessons. The very good teaching which follows, normally takes place within a small group led by a member of the support staff. Teachers could use the help of support staff more effectively during full-class teaching, however, as they are sometimes under-used at these stages in a lesson.
98. The pupils respond to mathematics very positively and the subject makes a good contribution to their personal development. The very good relationships between teachers and pupils, combined with high quality teaching and attractive mathematical displays in classrooms, have led to pupils being very keen and enthusiastic. Pupils contribute confidently to lessons and provide clear explanations of how they have reached their answers. They work well in pairs or groups and they are normally careful about presenting their work neatly, although this can be untidy on occasions. Behaviour in mathematics lessons is good. When teaching is at its best, behaviour is excellent.
99. There are effective links between mathematics and other areas of learning. Literacy is developed as pupils speak and listen during lessons and work to solve written problems. Mathematical skills are used well for measuring in science, design and technology and in pattern work in art. Teachers use information and communication technology very well to support learning in mathematics. The subject makes a good contribution to the pupils' social and moral development. Cultural development was particularly good in a lesson where pupils performed addition using Chinese numbers.
100. The co-ordinator is very experienced and enthusiastic and she provides very strong leadership and management. The co-ordinator has a strong commitment to continuing improvement in the subject. This is expressed in a good quality action plan. The national numeracy strategy is well established in the school and is having a very positive impact on raising standards. Sound systems are in place for the monitoring of standards across the school and for tracking the progress of individuals and groups of pupils. The co-ordinator, however, is insufficiently involved in the monitoring of teaching. Teachers' planning is monitored regularly to identify further training and support needs for staff. The subject has sufficient resources and the school has plans to enhance

these further. The mathematics policy is in need of revision and the school plans to conduct this in summer 2003.

101. In order to improve mathematics further the school needs to:

- Improve the quality of teachers' marking and assessment, in line with that found in English.
- Ensure the more able pupils are given sufficiently challenging work.
- Use support staff more effectively during the teachers' inputs to the whole class.
- Enable the co-ordinator to lead and manage the subject more fully, particularly through lesson observations.

SCIENCE

102. The school provides well for learning in science. Attainment by the end of Year 6, is below national averages and, by the end of Year 2, well below. Standards of work across the whole school, however, are in line with national expectations. Since the last inspection there has been a dramatic and consistent improvement in standards. This is because of the very good teaching which enables pupils to achieve well.

103. By the end of Year 2, aged seven, pupils are beginning to plan their own fair tests and make predictions about the results. They have a sound understanding of health and growth. For example, they observe and record the differences between babies and toddlers, and young adults and the elderly. They classify foods by the four food groups and plan a balanced meal. They are learning about forces and list toys which need a pushing force and those that need pulling.

104. By the end of Year 6, aged eleven, pupils plan and evaluate their own 'fair tests' very well, for example, to find out what yeast needs to make it grow. The pupils' knowledge and understanding of life processes and living things is well developed. For example, they have a good understanding of the functions of a plant, how seeds grow and how animals adapt to their environment. The pupils also have a good grasp of electrical circuits and appliances and of light and darkness.

105. The quality of teaching throughout the school is very good. The school's plans for the teaching of science are based on national guidance. This ensures that the pupils receive enough science teaching, covering suitable topics and delivered in a sequential way. Teachers' assessment is good, as the pupils are assessed after each unit of work to check on their levels of understanding. This enables the teachers to fill any gaps in learning and leads to the pupils learning well.

106. In a good quality lesson seen in an infant class, the teacher carefully explained the learning intention of the lesson to ensure that all pupils understood. This helped the pupils to focus on the learning. The teacher gave a high quality input, delivered at a brisk pace, which maintained the pupils' interest and attention. The teacher regularly questioned the pupils to check the extent of their learning and modified her teaching when necessary. Throughout the lesson, the teacher effectively maintained good behaviour by using her strong skills for behaviour management and promoting clear and high expectations. The lesson concluded with the teacher using skilful questioning to extend and consolidate learning, and by the pupils assessing the learning they had made in the lesson. Teachers' marking provides good feedback to pupils on what they need to do next to reach the next stage of learning, although there is scope for further improvement if it is to become as good as the marking in English. Homework supports learning in science and does so particularly well with the oldest pupils.

107. The very good teaching in science is made accessible to all groups of pupils. The results of boys and girls, pupils of different cultural heritages, and those who are learning to speak English as an additional language are in line with the other pupils'. Pupils with special educational needs make progress that is as good as other pupils. The more-able pupils make good progress overall but sometimes teachers miss the opportunity to extend their learning further by offering a higher level of challenge in the work.
108. The excellent classroom displays of science reveal the teachers' enthusiasm for the subject. In turn, they pass this enthusiasm on to the pupils who, consequently, have a very positive attitude to the subject. Pupils talk with pride about their work in science and they explain with confidence how they have conducted tests and what the findings are. They work well in pairs or groups and behaviour is good. The subject makes a good contribution to pupils' personal development.
109. The basic skills of literacy are well used in the subject as pupils regularly write their predictions, descriptions of 'fair tests' and evaluations. Numeracy skills are also used, particularly in measurement, recording and graph work. Information and communication technology is used effectively. Teaching makes a good contribution to the pupils' social, moral and cultural development.
110. The leadership and management of science are satisfactory but likely to become much stronger soon. The co-ordinator is new to the post. She is enthusiastic and about to receive training to fill the gaps in her knowledge and understanding. She has taken over from a previous very effective co-ordinator who left the subject with good quality and up-to-date policies and procedures. A sound system for assessment and monitoring is in place but this does not enable the co-ordinator to monitor teaching. Resources are adequate and the co-ordinator has plans for enhancing these.
111. In order to raise standards further, the school should:
- Raise the quality of marking to the same level present in English.
 - Provide sufficient opportunities in lessons to extend and challenge the more-able pupils.
 - Develop the role of subject co-ordinator in monitoring and improving standards.

ART AND DESIGN

112. The provision for art and design is good and has improved because of the thoughtfully planned use of art across the curriculum and the very good teaching. Attainment is in line with national expectations by the end of Year 2 and Year 6 and there is a wide range of work of very high quality. All pupils achieve well in very inclusive lessons.
113. By the time they are seven, pupils select their own materials for weaving and make their own fascinating repeating patterns with a wide range of sparkling and textured strips. 'Mine reminds me of a volcano and setting sun,' comments one boy. Pupils make accurate detailed sketches of creatures and branches because they look carefully to see where shading will make a difference to their picture. Pupils use computers very effectively to work in the style of artists such as Van Gogh and Mondrian.
114. Between Years 3 and 6, pupils use sketchbooks well to practise techniques and increase their knowledge of styles of painting and drawing. The teacher's collection of branches, stones, shells and dried flowers intrigues pupils in Year 3. They produce

sketches of very high quality because they improve their skills of looking carefully at items as they draw. Pupils in Year 4 work hard to produce good designs for chairs, which they later model in plaster. They evaluate their work sensibly. They use watercolours carefully to paint delicate, sensitive Japanese flowers. Pupils in Year 5 produce very good still-life sketches of containers. These show a good understanding of perspective. Pupils in Year 6 explore the work of several artists in depth before preparing to paint their own landscape. They discuss maturely the features of artists' work and make very perceptive comments about why their styles differ so much. Pupils transfer the designs for moving figures to three-dimensional characters very successfully. The figures have life, character and interesting detail.

115. Teaching and learning are very good. Lessons are stimulating and challenging. Pupils are learning to take time over projects and, if they have missed learning some skills because of changes of staff, they learn new skills quickly. Pupils are very enthusiastic and take pride in their work.
116. There are good guidelines for teachers who add their own flair to these very effectively. Training in special techniques, such as 'pick-up prints', has been used very successfully to link history and art. Pupils have produced superb prints of Egyptian figures with this technique. Art makes an excellent contribution to pupils' spiritual, moral, social and cultural development through opportunities to celebrate the many faiths and cultures within the school.

DESIGN AND TECHNOLOGY

117. The school provides well for learning in this subject. At the last inspection, standards were in line with national expectations. There has been good improvement since that time as standards are now above national expectations by the time pupils are eleven. All learning opportunities are accessible to all pupils. Boys and girls, pupils from cultures other than English, those who speak English as an additional language and those with special educational needs, achieve well.
118. By Year 6, pupils make working carousels and use their well-developed skills and knowledge to construct a range of electrical circuits, incorporating motors, bulbs, buzzers and switches. They plan their work well and give clear, valid reasons for their design decisions. They use tools skilfully with a range of materials, for example glue guns, craft knives, metal rulers, hammers and saws. Their awareness of health and safety is good. They produce high quality written reports and evaluations of their work, which helps to develop their literacy skills.
119. Teaching and planning in design and technology is very good. The school's planning is based on national guidance and this ensures that the teaching intended for each class is relevant and of good quality. The range and quality of work displayed around the school demonstrates the high level of teaching taking place. It also shows how the teachers develop the pupils' skills step by step, as they progress up the school. For example, pupils in reception make simple musical instruments and food for Chinese New Year. Between Years 1 and 2, pupils make practical houses for the three little pigs and well-designed and moving cars. Between Years 2 and 6, pupils progress to designing and making chairs, paper bags and electrically powered models using good quality planning and evaluations.
120. Information and communication technology is used well to support learning as pupils use the Internet to search for design ideas. The curriculum is enriched further by the help of additional adults, including a design technology consultant, a local toy maker and parent helpers. A Saturday University has been attended by eight of the most able design technologists to learn about more advanced electronic activities.
121. Although there is no co-ordinator in post at present, the headteacher and deputy provide satisfactory leadership and management of the subject. They regularly monitor plans and work, and arrange training and support. They plan to remedy the weakness that there is no policy for the subject. There are sufficient resources for learning.

GEOGRAPHY

122. The provision for geography is good and has improved because of the good teaching. Mapping skills are particularly strong. Attainment is in line with national expectations by the end of Years 2 and 6. All pupils achieve well because they are well taught and know that their contributions about their own countries and cultures are valued.
123. By the time they are seven, pupils have a good understanding of their local area. They carry out a survey of traffic on the main road and the road near the school. Pupils see from the graph they produce on the computer that the side road is much quieter. They know what the road signs around the school mean and how to cross a road safely and have contributed a symbol to local road signs that say '20 miles per hour' is fast enough. Pupils draw accurate maps of the area and more-able pupils add a key, which

they use to insert places on the map. Pupils in Year 1 draw good maps of Rosie's walk around the farmyard and of their route from home to school.

124. Seven to eleven-year-olds interpret maps and plans confidently. Pupils in Year 3 locate countries on the globe very efficiently and, when they find the place where they once lived, pupils are excited and want to talk about the country. They do this with great enthusiasm and they compare features of their countries very sensibly. Pupils in Year 5 discuss headlines in the newspaper, differentiating well between emotional and objective approaches to what they read. More-able pupils in Year 6 find places that have six-figure grid references on Ordnance Survey maps. Less-able pupils find co-ordinates on a grid in the time allowed and other pupils use a key to find answers to questions about a map. The questions are all linked to their study of rivers and pupils reinforce their understanding of words such as source and meander effectively.
125. Teaching and learning in geography are good. Lessons are interesting and good use is made of the local area and pupils' own knowledge and experience. Teachers check on pupils' previous learning to enable them to build systematically on their skills and understanding. There are good links with other subjects, for example, information technology, literacy and art. Teachers create very good displays and pupils have good resources for further research. Pupils complete interesting projects because they are encouraged to use books and the Internet for information.
126. The subject co-ordinator is fairly new to the role but has good plans for improving the subject. Resources for learning are adequate. There are good guidelines for the subject, and visits or visitors enhance pupils' learning well. Geography makes a strong contribution to pupils' spiritual, moral, social, and cultural development because of opportunities for sharing knowledge and working together.

HISTORY

127. Provision is good and is much improved since the last inspection. Teaching is at least good and mainly consistent across classes. Girls and boys of all abilities and backgrounds make good progress because the work is challenging and well suited to each pupil's needs and the teachers take account of the language problems that many pupils have. Learning support assistants play an important role and the learning is enriched by visits to places of interest. By the end of Years 2 and 6, most pupils attain nationally expected standards, and a significant number of 11-year-olds exceed them.
128. Teaching is good because teachers have a good understanding and knowledge of the subject, and planning is detailed and expert. This planning allows topics to be studied in depth, while ensuring strong links between each topic so that learning progresses smoothly as pupils move through the school. Teachers give helpful advice through marking and their expectations are high, but precisely matched to each level of ability.
129. This good teaching produces high quality learning that enables pupils of low attainment to make good progress while stretching the most able. The learning is significantly enriched by the way teachers link the subject to work in other subjects, for example, religious education when studying the ancient Egyptians, and art when investigating the 'Fire of London'. Pupils gain a good sense of time and even young pupils understand that a historical period creates a particular way of life, and that things change due to events, technology and culture, for example, when comparing toys long ago with toys today. They learn to be young historians, collecting and interpreting evidence, and using these to gain deep understanding of a period. Alongside this, they write empathetically and so think themselves into what it was like to live in another time for example, the

Victorian age. For all these reasons, the subject makes a very positive contribution to the pupils' personal development, and the way the subject is taught builds the pupils' speaking, listening, reading and especially writing skills.

130. Pupils produce 'books' on each topic and these are of excellent quality, showing all aspects of the subject and setting and reaching very high standards. This allows the most-able pupils to extend their learning and the least-able to take pride in their work.
131. The subject leader is comparatively new to this role and has not had time to implement in full her good plans for improving the management and leadership of the subject and, in turn, standards. She has, however, made a good start but has not enough time to work with colleagues in classrooms or to check short-term planning. Resources are adequate and accessible but need to be better since teachers use a lot of time producing their own resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Provision for information and communication technology (ICT) is good and has improved. Pupils attain standards that are below those expected nationally at the end of Year 2 and Year 6. However, these standards are already improving because of the additional resources and intensive staff training since last September. A projector for a computer has been purchased and every class has weekly timetabled sessions to use it, and classes go to a local college regularly. All pupils make good progress because of the good teaching. However, pupils, especially older juniors, have not yet benefited enough from the new resources to raise their skills to standards expected for their age.
133. Pupils in Year 2 are much closer to obtaining expected standards. They use a 'Paint' program to create lively, colourful images in the style of several artists. Pupils enjoy word-processing tasks. They display their name on the computer, sort using the return button and most write a sentence, using the space bar, with few errors. In religious education, pupils work well in pairs to write a story told by Jesus.
134. At the college, pupils in Year 3 work well on a simulation. They work in pairs to try out ideas for flooring and the placing of furniture to change their classroom into a snack bar. Pupils do this successfully. They calculate how much the items they wish to sell will cost although they find it very difficult to keep the cost under ten pounds. Pupils in Year 4 use the computer projector well. They learn to use repeat instructions rather than draw the same square three times. In the classroom, groups try to rotate a triangle to fit on the top of the square. They find this very challenging. Pupils in Year 6 complete spreadsheets using a formula very confidently. They are amazed to see how quickly a line graph can be produced from their calculations, and give accurate instructions for the process. Pupils are increasingly using the Internet productively for research.
135. Teaching and learning are good. It is good in teaching key word-processing skills. Teachers make good use of computer projector, which provides a very good focus for learning. Pupils are involved well in these introductions and they enjoy using the laptop to change what is shown.
136. The co-ordinator has been involved in staff training to improve subject knowledge and skills. There is a good action plan to improve standards and the subject co-ordinator provides very good leadership and management support for her colleagues. The support from the college and the ICT team has been invaluable in developing provision within the school. There are plans to create a computer suite and extend the use of ICT

across the curriculum. The subject makes a valuable contribution to pupils' spiritual moral, social and cultural development.

MUSIC

137. The provision for music is good and has improved because of the involvement of Greenwich Music Service and the high profile given to music throughout the day. Attainment is in line with expectations by the end of Year 2 and Year 6. Music of all cultures is celebrated and valued and, as a result, all pupils achieve well.
138. In assemblies and lessons pupils sing sweetly and with clear diction. They learn new songs quickly. Pupils in Year 1 and 2 sing confidently and maintain their rhythm and pitch well when singing unaccompanied. Pupils in Year 1 make long and short sounds accurately and pupils in Year 2 keep beat and rhythm well when clapping. They sing and move slowly and quickly, responding immediately to the beat and rhythm of 'March past of the Kitchen Utensils'.
139. Pupils in Year 3 teach each other Indian and Nigerian songs. They sing together tunefully. During their sessions with the Music Service, pupils in Years 3 and 4 learn to play five different instruments. They are enthralled when the musicians introduce their instruments and delight in the sounds they hear. Pupils work very hard to beat sound patterns on a drum, blow correctly to make a good sound on the flute or trumpet, use the plectrum on the guitar correctly and produce interesting sounds on the keyboard. When all groups play together at the end of the lesson they respond to the conductor's signals quickly. When one of the pupils conducts they respect the signals very well.
140. Pupils enjoy the fast-moving music lessons because time flies by and they are carried along by the enthusiasm and skills of the teachers. Levels of concentration are good because there are frequent changes of activities and pupils want to clap, sing and play instruments. Teaching overall is good.
141. The teaching by the members of the Music Service is very skilled and they create very warm, encouraging relationships with the pupils. Pupils' expressions change when for example, the trombone is played and they find the long note of unbelievable length. There are many brilliant eyes as pupils listen to, and watch, each musician. Lessons are exciting, motivating and fun so that pupils' introduction to the instruments is very successful. In the after-school club, pupils work thoughtfully in groups to compose musical extensions of stories.
142. More opportunities to play instruments are planned. Pupils in Year 6 enjoy the activities at the Saturday Club. A few pupils learn to play the trumpet with a skilled visiting teacher. Music makes a very strong contribution to pupils' spiritual, moral, social and cultural development

PHYSICAL EDUCATION

143. The school provides well for learning in this subject. Standards have improved since the last inspection and are above national expectations by the end of Years 2 and 6 at ages seven and eleven. This is a significant achievement as it comes at a time when the school has been focusing attention on raising standards in English, mathematics and science. All pupils, including boys and girls, pupils from other than English cultural heritages, those who speak English as an additional language and those with special educational needs, achieve well.
144. By Year 6, pupils compose complex sequences of gymnastic movements. They use good skill and inventiveness as they gracefully incorporate balances, movements at different heights, speeds and directions, pauses, twists and rolls. In a very good dance lesson with slightly younger pupils, they knew the importance of warming up and rules for health and safety. Pupils observe sequences of dance movements closely and copy them with good accuracy and quality. They skilfully compose sequences of hand movements based on Indian dance mudras, travelling at different levels to music and holding still postures. Both boys and girls, from all cultural backgrounds, confidently work hard without a trace of self-consciousness. This is a remarkable achievement.
145. Teaching is very good and teachers plan very well. Planning is based on national guidelines, which ensures a rich variety of activities, well matched to the needs of each pupil as they move up through the school. The range of activities includes gymnastics, dance, games, tai chi, swimming and athletics. In a very high quality gymnastics lesson, the teacher planned the lesson with very clear learning intentions, which were well understood by the pupils. With the use of peaceful music, gentle voice and excellent relationships, the teacher created a calm atmosphere where pupils knew that they, and their efforts, were valued. As the well-structured lesson progressed, pupils did their best as they composed ever more challenging sequences of movements with self-confidence. The teacher regularly stopped the lesson to allow individual pupils to share good ideas by performing to the class. This added to the pupils' repertoire of skills, spurred them on to extend their abilities further and made a significant contribution to their spiritual development.
146. The school has an effective swimming programme, which takes place in Year 4. All of the current Year 4 pupils are expected to be able to swim at least 25 metres this year. The annual sports day and visitors enhance the provision for physical education further, along with visits by specialist dance workshops and professional footballers from Charlton Athletic. Pupils take part in boys' and girls' football and cricket tournaments and a swimming gala. At lunchtime, staff organise games, dancing and bat and ball activities.
147. The newly appointed co-ordinator has enormous enthusiasm and an exciting plan for improving the subject further. The quality of her leadership and management is likely to become very good. Resources for learning are adequate.

RELIGIOUS EDUCATION

148. Provision for learning is good and in some classes very good and excellent. Teaching overall is good with many very good and excellent features. Girls and boys of all abilities and backgrounds make at least good progress and all feel valued and included. The curriculum is broad and relevant, and meets statutory requirements. Pupils throughout the school attain the standards expected by the locally agreed syllabus and in senior

classes many pupils exceed them. Improvement since the last inspection has been good.

149. Provision is so good because both teachers and pupils treat the subject as very important. Teachers plan the work expertly and ensure that the learning activities match the needs of all the pupils. They use a range of effective techniques to engage the pupils and lessons are full of pace and challenge. Particular strengths are the way teachers build upon the religious experiences of the pupils and provide powerful opportunities for reflection. These approaches make an excellent contribution to the pupils' personal development; this development in turn enriches the learning.
150. In the most effective lesson observed, the highly expert teacher planned the lesson very effectively, making possible many routes to learning. The objectives were very clear and well understood by the pupils. The learning from lesson to lesson had strong continuity and pupils willingly shared with others the importance and significance of their own religious faith and practice. What moved the lesson from very good to excellent was the way the teacher guided quiet reflection, enabled the pupils to share experiences and belief, and gave them time to talk, think through and express their emerging ideas.
151. When learning and teaching is less effective, the pace and challenge of the teaching was too little, and when, consequently, the learning slowed, this allowed the behaviour of the pupils to deteriorate significantly.
152. Previous work shows that the good teaching occurs week by week. Pupils produce 'books' of excellent quality. These show that the pupils take great care and pride in their work, and that the learning is rich. Pupils learn about many religions securely, and also learn how to imagine what it is like to follow another faith or how a new potential belief would change their lives.
153. The subject does not have a long-term leader and manager. Even so, staff know how and what they need to teach, and they share ideas. However, this lack of leadership threatens future improvement. This is because standards are not monitored enough, and this stops evaluation from spotting areas for improvement and action. Similarly, although teachers assess work, the school does not have a sufficiently secure whole-school overview of progress. Resources for learning are satisfactory but need to be better, because the present quantity and range sometimes impoverishes the learning and creates extra work for teachers. Even so, the resources the school does have are used well to provide permanent displays that cover the main religions of the pupils and within Britain as a whole. The pupils' learning is extended very positively through visits to places of worship, and by being linked to assemblies and personal and social education.