

INSPECTION REPORT

BESSEMER GRANGE PRIMARY SCHOOL

London

LEA area: Southwark

Unique reference number: 130918

Headteacher: Mrs. K. Burton

Lead inspector: Christopher Spencer

Dates of inspection: 29 September – 2 October 2003

Inspection number: 255497

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	390
School address:	Dylways Denmark Hill London
Postcode:	SE5 8HP
Telephone number:	020 7274 2520
Fax number:	020 7924 0858
Appropriate authority:	The governing body
Name of chair of governors:	Mr. Rob McPherson
Date of previous inspection:	6 July 1998

CHARACTERISTICS OF THE SCHOOL

Bessemer Grange Primary is a large school situated in the Lyndhurst ward of the London Borough of Southwark. Foundation Stage pupils are housed in a building across the road from the main school. Pupil's attainment on entry is below that found in the majority of other schools. There are 390 pupils on roll. Fourteen per cent of pupils either join or leave the school during each school year. Whilst the largest ethnic group of pupils is of white heritage, 227 of the pupils come from other backgrounds. Included in this latter number are 38 pupils who are described as refugees or asylum seekers and two Traveller pupils. One third of pupils have a mother tongue that is not English. Over one third of pupils are eligible for free school meals. This is more than found in other schools. More than one quarter of pupils are designated as having special educational needs. This is much higher than usually found because the school is officially a Resourced Based School with provision for pupils with physical disabilities. The school prides itself on being an inclusive school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9865	Sue Howley	Lay inspector	
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1516	Mike Warman	Team inspector	Foundation stage Special educational needs Physical education Religious education

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PART A: SUMMARY OF THE REPORT

Overall evaluation

Bessemer Grange is an effective and fully inclusive school that provides a good education for all its pupils. It is well led and managed. Staff care for pupils well and ensure they have access to a broad and rich curriculum. Teaching is good. Pupils achieve well. A significant barrier to pupils' achievements is the high number of pupils starting and leaving the school, especially between Years 3 and 6. In the last four years, about one quarter of pupils has left the school. Many pupils who take the national tests in Year 6 have not benefited from being in the school for the whole of their primary education. The majority of those who remain in the school throughout attain standards that are typical of most schools nationally. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards and results at the end of Year 6 are below average in English, mathematics and science.
- The leadership provided by the headteacher, ably supported by the deputy head, is very good.
- Governance is good.
- Teaching is good throughout the whole school.
- The school is fully inclusive and pupils achieve well.
- There is a high standard of pupils' care, welfare, health and safety.
- Pupils' attitudes values and personal qualities are developed well.
- The school provides a rich curriculum for all its pupils.
- The school has good links with parents and the community.
- Provision in art and music are good; pupils attain good standards.

There has been a good improvement in the effectiveness of the school since the last inspection even though results in English, mathematics and science at the end of Year 6 are broadly similar. These below average results can be largely explained by high pupil mobility that has taken place in the last few years with many pupils who achieved the higher levels in the national tests in Year 2 leaving between Years 3 and 6. The key issues identified in the last inspection have all been satisfactorily addressed.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	E	D	C
mathematics	D	E	E	E
science	E	E	E	E

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

The achievements of pupils are good. The attainment of most children who enter the nursery is below the level expected at this age. Children make good progress and achieve well so that by the time they enter Year 1 most are on course to attain the expected early learning goals in the areas of personal, social and emotional development, creative and physical development, and in their knowledge and understanding of the world. Their attainments are still below the levels expected in communication, language and literacy and mathematical development. Most pupils continue to achieve well and the majority attains average standards, as found nationally, in reading, writing and mathematics by the time they leave Year 2. Pupils who remain in the school until Year 6 achieve

well and attain standards in line with the national picture in English, mathematics and science. However, about one quarter of pupils leave before Year 6 to be replaced by others. As a result of this high mobility, standards at the end of Year 6 are below average as judged by the National Curriculum tests. The school is taking determined action to improve these results. However, all pupils, no matter when they join the school, achieve well because of the good support offered to them. This is especially so for pupils who have special educational needs and those whose home language is not English. Standards in all other subjects meet national expectations except for art and music where they are above.

Pupils' attitudes, values and other personal qualities are **good**. Their spiritual, cultural and moral development are very good whilst their social development is good. This reflects the positive ethos in the school. Pupils' behaviour is good. Attendance and punctuality are now satisfactory

Quality of education

The quality of education provided by the school is good. Teaching and learning are **good** with particular strengths in Year 6. There is good support for pupils who have special educational needs and for those whose home language is not English. The curriculum offered to pupils is good and there are very good opportunities for enrichment through a variety of cultural and physical activities that are open to all pupils. There is very good support for learning outside the school day.

Provision for pupils' care, health and welfare is very good. Pupils are safe, secure and happy; this encourages their learning. The school has very good systems for monitoring pupils' academic and personal development. The schools' partnership with parents and other schools is good and very good with the wider community. These partnerships enrich the curriculum.

Leadership and management

The quality of leadership and management is good. The leadership provided by the headteacher is very good. The headteacher's commitment to inclusion inspires staff to cater for the needs of all pupils. Effective monitoring of teaching and learning has improved teaching since the last inspection. There is rigorous school self-evaluation and a commitment to staff development. The leadership of the other key staff is also good and the newly remodelled senior management team is beginning to have a positive impact on standards. Owing to the recent high turnover of staff, there are gaps in the leadership of some subjects, but the school has firm plans to address this. In the meantime, the senior management team has overseen developments in these subjects well. The governance of the school is good. Governors ensure that all statutory requirements are now met.

Parents' and pupils' views

Parents and pupils are very positive about the school. Parents particularly like the way in which they feel welcome and that they can approach staff about concerns. Pupils comment positively on the good atmosphere that enables them to feel safe and secure. They value the school council. Both pupils and parents say there is very little bullying, but if it occurs it is dealt with swiftly.

Improvements needed

The most important thing the school should do to improve is:

- raise standards and improve results in English, mathematics and science in Year 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

At the end of Year 2, pupils attain standards in line with national averages in reading, writing, mathematics and science. At the end of Year 6, standards in these three subjects are below the national average as indicated by the National Curriculum tests. However, in science, standards of the current pupils' work as judged in lessons and in their books are about average. Given their prior attainment, pupils' achievements are good and sometimes very good in Years 1 and 2 and good in Years 3 to 6. There are no significant differences in the achievements of boys and girls. Pupils with special educational needs and those, for whom English is not their mother tongue, achieve well in relation to their abilities because of the good support they receive. Standards in all other subjects are in line with national expectations except for music and art where they are good. Throughout the school, pupils' achievements in music are very good and they are good in art. In information and communication technology, design and technology and physical education pupils' achievements are satisfactory. They are good in history and geography. In religious education, pupils attain standards in line with the locally agreed syllabus and their achievements are satisfactory.

Main strengths and weaknesses

- Given their prior attainment, all pupils' achievements are good during their time in the school.
- Standards in English and mathematics, as judged by National Curriculum tests and observations of pupils' work, are well below average at the end of Year 6.
- Pupils in Year 6 are achieving average standards in science in their work, but results in the tests are well below average.
- Standards in art and music are above national expectations at the end of Year 2 and Year 6; Pupils' achievements in these subjects are very good largely because of good provision and very good teaching in the subjects.
- Pupils with special educational needs achieve well against the targets identified for them in their individual education plans.
- The school improvement trend over the last five years is below the national trend.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.8 (15.5)	15.8 (15.7)
writing	14.6 (14.5)	14.4 (14.3)
mathematics	16.6 (16.5)	16.5 (16.2)

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

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.0 (25.0)	27.0 (27.0)
mathematics	24.1 (24.1)	26.7 (26.6)
science	25.6 (25.7)	28.3 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Although children enter the nursery with attainment that is below the levels found in the majority of other schools they make good progress and achieve well because of good provision, good support and good teaching. This good provision enables them to be on course to attain the expected early learning goals in the areas of personal, social and emotional development, creative and physical development and in their knowledge and understanding of the world. Their attainment is still below the expected levels in communication, language and literacy and mathematical development despite the clear emphasis that the school places on these areas. By the time pupils leave Year 2, many have caught up and reach the national averages in reading, writing and mathematics. Indeed, more pupils achieve the higher level 3 in the national test for reading than in the majority of other schools. In writing and mathematics, the numbers of pupils reaching these higher levels are broadly similar to other schools. Results in the National Curriculum tests for 7 year-olds in Year 2 in 2002 are broadly similar to the national average. When compared with similar schools, however, pupils achieve standards that are well above average for reading and writing and above average for mathematics. This is a good achievement for the school given many pupils' starting points.
2. There are clear reasons why the results at the end of Year 6 have been consistently below the national average in the last few years. Indeed, provisional results for 2003 indicate little change in these results. There has been a history of pupils leaving the school after Year 2. In the last four years, about one quarter of pupils has left between Years 3 and 6. Many of those who have left achieved the higher levels in the national tests at the end of Year 2. Because many of these pupils are higher attaining, this has impacted adversely on the school's results. Pupils from other schools often fill the places created by those who leave. There is evidence to suggest that some, although not all, of these new pupils have had unsuccessful school experiences in the past, for example, school exclusion or long periods of absence. In addition, some of these new pupils do not have English as their mother tongue. Although provision for these new pupils is good and they are given good support, it has proved very difficult for the school to ensure that they make the progress needed to achieve national averages by the time they leave at the end of Year 6.
3. Consequently, many pupils who take the national tests at the end of Year 6 have not had the whole of their education in the school. These pupils perform less well in the tests than those who have been in the school throughout. The school can demonstrate that those pupils who have their full education in the school attain national averages in the tests. Pupils achieve well in most subjects mainly because of the good support they receive during their time in the school and because of consistently good teaching. In particular, the achievements of pupils with special educational needs are good and they meet targets set for them in their individual education plans. Likewise, those for whom English is not their mother tongue receive good support and they too achieve well.
4. In order to tackle the low results the school has been making strenuous efforts to improve standards at the end of Year 6. For example, pupils are taught in ability groups in Years 3, 4 and 6. This "setting" of pupils enables teachers to concentrate their efforts more effectively. The school teaches the catch up programmes for targeted pupils such as the Early Literacy Support and booster classes in numeracy. Skilled teaching assistants are deployed during literacy and numeracy lessons. These teaching assistants make a good contribution to the learning of pupils. The school is constantly evaluating the impact of these support programmes through its comprehensive pupil progress tracking systems. The information detailed in these tracking systems enables the school to adjust the support programmes to suit the needs of these targeted pupils as necessary. There are clear indications that these measures are beginning to have a positive impact on standards, but progress has been slow. As a result of this slow progress, the school's trend in improvement is below the national trend. When compared with similar schools standards are only average in English. They are well below in mathematics and science.
5. There are extended opportunities for pupils to practise and develop their skills in art and music through participation in local projects. Consequently, provision for these two subjects is good. This participation and good provision has enabled pupils to achieve standards above national

expectations in these subjects. Their achievements are also good. The broad and balanced school curriculum and comprehensive pupil tracking and monitoring systems ensure that, for all other foundation subjects, standards are broadly in line with national expectations. Pupils' achievements in these subjects are satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are good. Their behaviour is good. Attendance is satisfactory. Pupils' moral, social and cultural developments are very good; their spiritual development is good.

Main strengths and weaknesses

- The school successfully promotes a positive ethos and learning environment where all pupils are well supported and encouraged to fulfil their potential.
- Pupils work hard and are proud of their school and their work. Achievements are recognised, valued and celebrated well. Praise is widely used with good effect.
- There are good procedures to promote and monitor attendance and punctuality, although attendance remains below the national average. There is a high level of unauthorised absence mainly owing to parents removing their children from school for long holidays abroad.
- This is a very inclusive school and pupils are well prepared for life in a multi-cultural society.
- Good behaviour is consistently well promoted through high expectations of pupils; the school is orderly and racially harmonious.
- Relationships are very good and adults provide very good role models.

Commentary

6. This is a fully inclusive school where pupils are well supported to achieve their personal best. Pupils enjoy coming to school. They are enthusiastic about their learning and work hard. Staff place considerable emphasis on building confidence and self-esteem and use praise very effectively to improve attitudes. Pupils are given good opportunities to undertake additional responsibilities not just in their classrooms. For example, the "Big Brothers and Sisters" help younger ones at lunchtimes and "Peer Mediators" from Year 6 help to resolve differences of opinion.

7. Parents and pupils are very satisfied with the good standards of behaviour. Staff have very high expectations and establish clear routines. Movement around the school is well managed, calm and orderly and pupils are considerate of the needs of others. Good behaviour is consistently well promoted by very good social and moral development. Staff employ very effective strategies, guidelines and support for those pupils who find it difficult to behave well.

8. Relationships are very good. Pupils feel safe and free from harassment. The school is successful in promoting high level of racial harmony and deals effectively with any incidents of harassment.

9. Pupils' social, cultural and moral developments are very good because of the very good provisions provided by the school. Pupils' spiritual development is good. This provision successfully enables pupils to understand and respect the feelings, values and belief of others through well themed assemblies, a thought for the week and good use of Circle Time*. Pupils' cultural development benefits much from the first hand experiences of many adults and pupils from different countries who are part of the school community. In addition, there are numerous events during the school year where cultural diversity is celebrated, for example, during the "International Day".

(*Circle Time is a formal programme whereby pupils get opportunities to discuss and resolve class and personal issues.)

Attendance

Attendance in the latest complete reporting year 92.5%

Authorised absence	
School data	5.5%
National data	5.4%

Unauthorised absence	
School data	1.9%
National data	0.5%

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

Attendance remains below the national average and this has a negative impact on pupils' attainment. Procedures to promote and monitor attendance are good and now comply with statutory requirements. The majority of pupils attend regularly and punctually. Some parents do not do enough to make their children attend regularly. Many take their children on extended holidays during term time and this makes it hard for children to achieve as well as they might.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	155	1	0
White – Irish	1	0	0
White – any other White background	27	0	0
Mixed – White and Black Caribbean	26	0	0
Mixed – White and Black African	3	0	0
Mixed – any other mixed background	23	0	0
Asian or Asian British – Indian	10	0	0
Asian or Asian British – Bangladeshi	10	0	0
Asian or Asian British – any other Asian background	10	0	0
Black or Black British – Caribbean	35	0	0
Black or Black British – African	81	0	0
Black or Black British – any other Black background	14	0	0
Chinese	2	0	0
Any other ethnic group	13	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The school has worked hard to build on the strengths in the quality of education identified in the last inspection. Rigorous monitoring of teaching and learning has eliminated the unsatisfactory teaching. This has led to improvements in pupils' learning. By establishing schemes of work, the school has improved the curriculum for all pupils. There are now very good systems for the monitoring of pupils' progress in all areas of the curriculum. There is enrichment of the curriculum with a range of cultural and physical activities. In addition, there is very good support for learning outside the school day.

Teaching and learning

The quality of teaching and learning is good. This demonstrates an improvement from the previous inspection when there was some unsatisfactory teaching. Assessment is good.

Main strengths and weaknesses

- There is good joint planning between teachers in the same year groups and this ensures parity of opportunity.
- Teachers adopt a strong and supportive approach to managing pupil behaviour.
- Pupils with special educational needs and those whose home language is not English receive close support from teachers and support assistants and achieve well.
- Assessment is effective and systematic strategies are in place to inform future planning, teaching and target setting.
- The use of homework is inconsistent and often varies between classes in the same year groups.

Commentary

Summary of teaching observed during the inspection in 61 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	8 (13%)	29 (48%)	23 (38%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. Planning for the long, medium and short term is thorough. This planning takes into account the need to ensure pupils in the same year groups receive equality of opportunity. National Curriculum requirements for coverage and assessment are met. Co-ordinators monitor teachers' planning well and this ensures that the school curriculum plan is fully taught. Many co-ordinators are new to their posts so the senior management team has been monitoring teaching, learning and standards. The school has plans to develop the role of new co-ordinators so that they can take over these responsibilities.

11. Teaching for all ability pupils is good. Gifted and talented pupils are taught in higher age group classes to ensure their learning is commensurate with their ability. Activities are well planned. The teaching of pupils by ability (setting) in literacy and numeracy is helping to raise standards and improve their individual performance. Good quality teaching is evident across the year groups where this setting is not in place. Teachers plan work to ensure a close match between challenge and ability thus pupils are usually offered tasks that extend their learning. Teaching is particularly effective in Year 6 because of very good classroom management, planning that ensures the needs of all pupils are met and activities that continually promote learning.

12. Teaching and learning in the Foundation Stage are good. The taught sessions have a good pace and challenge thus ensuring that children make as much progress as possible in their learning. Use of good questioning results in children developing good listening skills. Both teachers and support staff work very well together. They keep comprehensive records of children's progress. Staff know the Foundation Stage curriculum very well. Consequently, children are learning well; they are developing good skills and are finding out how to work independently.

13. Parents expressed concern over the inconsistent provision of homework in classes. It varies from class to class and is too dependent upon individual teachers. However, they are supportive of their children and are eager to help them improve.

14. There are good relationships in classes and teachers have created well-established routines. Lessons benefit from the effective support of teaching assistants who contribute significantly to pupils' learning. The most effective lessons have a brisk pace during which pupils' learning is continually extended. Teachers always have high expectations of pupils with regard to their work and behaviour. Because teachers have very good classroom management skills, they have created an environment in which all pupils can listen and learn. Most lessons are enjoyable and pupils find it fun to learn. This is a strength of the school. Lessons are well planned, time in most classes is used effectively and pupils of all abilities maintain their interest through a range of challenging questions and tasks that probe and provoke pupils' thought. Throughout the majority of lessons in class and group activities, teachers continually engage their pupils. Pupils are courteous, polite, listen carefully and behave well. Consequently, pupils' learning is often good.

15. Teaching of pupils who have special educational needs and for those whose home language is not English is good. Teachers and the well-qualified special support assistants have a good knowledge of pupils' individual needs and work well together to support them thus ensuring all pupils achieve well. Detailed records are kept of pupils' progress and careful notice is taken of the targets in pupils' individual education plans. This ensures that pupils learn well.

16. All staff demonstrate good management of the few pupils who can sometimes exhibit challenging behaviour.

17. The school has a comprehensive assessment scheme and procedures for assessment across the school are good. They are used appropriately to inform the next stage of education. This is an improvement since the last inspection when assessment procedures were inconsistent and did not inform future planning. New initiatives have been identified and implemented to inform how well pupils achieve. There is consistency between test results and teacher assessment. This indicates that teachers know their pupils' abilities well. The tracking of pupils' progress is a strength of the school. The school's analysis of standardised and optional tests is effective. There is careful examination of pupils' results by gender and ethnicity. The individual targets set for pupils with special educational needs are precise and help them to achieve well and make good progress. Day-to-day assessment is carried out by teachers engaging pupils in discussion whilst they are on task. Teachers use systematic questioning directly related to what they have learnt during the plenary sessions.

The curriculum

The curriculum is good. It caters well for the needs and interests of all pupils in this inclusive school including those with special educational needs and those for whose home language is not English. The curriculum provides a secure basis for learning with enrichment beyond the school day. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- Provision for English, mathematics and science is good.
- Pupils with special educational needs are well catered for.
- The well-balanced curriculum is extended and enriched with a range of sports and cultural activities.
- Support staff make an effective impact on the work of the school.
- Provision for transfer to the next stage of education is very good.
- The use of information and communication technology is not well developed to support other subjects.

Commentary

18. The school offers pupils a well-balanced curriculum that meets statutory requirements. The national strategies for numeracy and literacy are well used to develop pupils' knowledge and skills.

Skills in information and communication technology are taught effectively, but their use in other subjects is limited. Religious education fully complies with the requirements of the locally agreed syllabus. The requirements for collective worship are well met within the school and class assemblies. The school uses nationally agreed plans taken from the Qualification and Curriculum Authority (QCA) guidelines for the other subjects within the whole school curriculum framework. The school has adopted the National Literacy and Numeracy frameworks. This has ensured that the provision is good as both of these strategies ensure an appropriate balance between all the elements of the subjects within the National Curriculum. For science, the school has adapted the QCA guidelines. There is a good measure of investigation within the science curriculum. This promotes pupils' skills knowledge and understanding within the subject.

19. The Foundation Stage curriculum is very well planned to ensure children progress through the stepping stones towards the goals that are set for them by the time they leave reception. Good detail is shown as to how the activities will meet the needs of all children. Each area of learning is well represented in each planned session. There is a good balance between taught sessions and free flow activities, thus keeping children's interests. Both classrooms are well established with a wide range of activities available. The outside area is well used as an outside classroom.

20. The school is totally committed to including all pupils and providing equality of opportunities for all. Pupils with special educational needs and those whose home language is not English are well provided for both in classes and beyond. They are fully included in all activities. Lessons are planned to include the needs of all pupils, and support is given where necessary. The support staff make a particularly significant impact in this area. Gifted and talented pupils are identified and provision made for them. The school makes very good provision for those transferring to the next stage of education by arranging visits for pupils, providing advice and supporting parents in making decisions.

21. The school provides very good opportunities for enriching the curriculum. There is a range of activities that goes on beyond the school day that enriches and extends the curriculum. In addition, some of these activities promote further access to the curriculum by offering support programmes in English and mathematics. Pupils regularly take part in sports activities and competitions, sing in a range of festivals and visit art galleries often displaying their work in them. Sports' coaching is available for older pupils. Trips outside the school are an important part of the curriculum for example, Year 5 attend a two day residential visit to study a rural area in Kent.

22. Information and communication technology (ICT) skills are appropriately taught in lessons in the computer room, but these skills are not well used to support other subjects. There are few opportunities for pupils to use these skills in other lessons and teachers sometimes miss opportunities to use ICT in other subjects.

23. The quality and quantity of accommodation and resources are satisfactory. The accommodation is good, with spacious, light teaching rooms that are well maintained. The playground is adequate and well used. The school has negotiated use of playing fields belonging to a neighbouring school. This provides a very good additional resource for games' lessons. There has been little money to replenish resources owing to financial restrictions. Consequently, resources are just adequate to deliver the curriculum. Teachers are able to use what the school has, but only by careful planning and management. For example, in one science lesson, a teacher had to make a last minute change to the planned activity because another class was using the electrical equipment for design and technology. The school is well staffed with both teaching and support staff having a good range of skills and expertise. Effective curriculum planning ensures that when inexperienced teachers are employed, they are quickly able to adopt the teaching programmes and fit in well.

Care, guidance and support

The care that the school takes of pupils is very good. The school also provides very good support and advice to the pupils and seeks to involve pupils in its work well.

Main strengths and weaknesses

- Guidance for pupils' personal development is very good. Very effective use is made of thorough monitoring data.
- All pupils are well known and have very good access to support advice and guidance. More vulnerable pupils are well supported.
- Procedures for ensuring the care, welfare and health and safety of pupils are very good; policies and procedures very carefully address the complexity of need within the school.
- Child protection procedures are very good. Staff are well trained and make good use of external agencies.
- Pupils' views matter and they have good opportunity to contribute to the running of the school.

Commentary

24. The school knows its pupils well because it has very good enrolment and induction arrangements and detailed monitoring and tracking information. This knowledge is used very well to provide a wide range of targeted support for underachieving pupils and those with other learning and emotional needs. The very positive ethos of the school, in particular the recognition and celebration of success of pupils impacts very positively on their achievement.

25. The school is very clean, well maintained, safe and secure with bright attractive displays that enrich the learning environment. Procedures for child protection are very good and staff work very effectively with external agencies. Thorough risk assessment is carried out. The school's health and safety policies and procedures are very meticulous. Arrangements for the daily supervision and care of pupils are very good. These address the complex needs within the school very well. Parents have very good daily access to class teachers. Both the headteacher and deputy are very high profile. They are readily available to provide guidance and support.

26. The involvement of pupils in school life and developments is good. Pupils' views matter and they are involved in making decisions within their classes and about whole school change.

Partnership with parents, other schools and the community

The schools' partnership with parents and other schools is good and very good with the wider community.

Main strengths and weaknesses

- Parents are very positive about all aspects of the school, feel welcome and have good daily access to staff.
- Parents receive good quality information about their child's progress.
- There is very good support for secondary transfer.
- The school makes very good use of the local and wider community and outside visits to enrich the curriculum.
- There are strong links with local schools and very good working partnerships with the local cluster group.
- The use of homework is not consistently applied throughout the school.

Commentary

27. Parents are supportive and positive about most aspects of the school. They are keen to offer their help for trips and other events like the multi-cultural days and fundraising events. The school readily takes up their offers of help.

28. The school provides good written information and maintains a regular dialogue with parents of those children where there are particular needs or concerns. Parents have very good access to staff especially at the beginning and end of the day. Particularly helpful are the one-to-one enrolment interviews and the support provided for secondary transfer. Reports are well written and give parents concise information about how well their children are doing. There are termly opportunities to meet formally with class teachers.

29. Very good use is made of community links to support learning, for example, volunteers who listen to readers and members of the Wildlife Trust who help maintain the nature site. Close liaison with local churches and sporting groups and a wide range of opportunities through art and music provide very good enrichment of the curriculum. The recent project with Dulwich Picture gallery was particularly successful.

30. Good links with local schools provide improved outdoor resources. The very strong links and collaboration with the local cluster schools strengthen provision through shared resources, expertise and curriculum development.

31. The use of homework to support pupils' learning is not consistent throughout the school and was noted by parents during the parents' meeting and in the questionnaires. The school acknowledges that it needs to revisit the policy and ensure a more consistent approach.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The headteacher, ably supported by her deputy, provides very good leadership. The leadership of other key staff in the school is good. The management of the school is good. Governors support and challenge the school in the right measure and, consequently, governance is good.

Main strengths and weaknesses

- Effective monitoring of teaching and learning has improved teaching since the last inspection.
- There is rigorous school self-evaluation and a commitment to staff development.
- The headteacher's commitment to inclusion inspires all staff to cater for the needs of all pupils.
- Special educational needs is very well led and managed
- The monitoring of pupil performance data is very good.
- The senior management team is influencing the work of the whole school.
- Governors fulfil the role of "critical friend" well; they both support and challenge the school to improve.
- Financial management is good.
- There are currently some gaps in the co-ordination of some subjects and this has hindered curriculum development where there has been no co-ordinator for some time.

Commentary

32. The headteacher has been very successful in realising her vision of an inclusive school. All staff share the school's commitment to inclusion and there is a very strong sense of teamwork amongst all those who work in the school. There is a very positive climate throughout that encourages all to succeed. The very clear and established systems and structures enable it to adapt to challenging circumstances as the need arises as, for example, when teachers left or joined

the school. Strategic planning is good and the newly formed senior management team is influencing the work of the whole school for the better. All leaders provide good role models for other staff and pupils. The effective monitoring of teaching has improved the quality of education for all pupils. The large turn over of staff in the past year has left some gaps in the co-ordination of some of the curriculum areas. This has not impacted on standards and quality as the senior management team has monitored these areas. There are clear plans to raise the skills of new co-ordinators so that they too can play a full role in the development of these subjects.

33. There is a strong sense of commitment to raising pupils' achievement. All pupils including those who have joined the school for part of their primary education achieve well regardless of their starting points. The comprehensive pupil tracking systems are successful in highlighting pupils' progress. This ensures that action can be taken quickly to address issues should the need arise. There are very good support systems for all pupils; this includes small group teaching, mentoring and peer support. Induction procedures for newly qualified and new staff are good. The school's commitment to continuing professional development ensures that all staff are well trained. It is to the credit of the school that all teaching assistants are trained. This ensures that they play an even more effective role in the classroom and contribute significantly to the quality of provision for all pupils.

34. Special educational needs is very well led and managed. There is a good range of documentation meeting the requirements of the revised Code of Practice and the procedures for the identification and assessment of pupils' needs are well established. Arrangements for the annual review of statements are good. The co-ordinator monitors individual education plans well thus having a good understanding of the progress pupils make. The work of support staff is well managed and good training has been given. A strong ethos of inclusion has been established benefiting all pupils. The co-ordinator supported by senior management has a clear vision as to how the provision for pupils with special educational needs in the school can develop.

35. The governing body has a good understanding of the strengths and weaknesses of the school. They are very committed and are well led by the chair of governors. The governing body committees are effective; they meet regularly and undertake much of the work. This makes formal governors' meetings efficient. Governors fulfil their statutory duties well. They give good support, but challenge the school to improve.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,563,607	Balance from previous year	47,740
Total expenditure	1,572,259	Balance carried forward to the next	31,080
Expenditure per pupil	3,797		

The governors' finance committee is effective in managing the school's budget. A recent external audit has confirmed that financial management is secure; that funds are used correctly for the purpose for which they were intended and that financial control is very good. The finance committee tackled the projected significant budget deficit well. With astute management, the committee managed to find over £100,000 of savings in this financial year in order to balance the budget. This situation had arisen because of a change in the funding allocation to the school. Because the school wanted to maintain the current levels of staffing there has been little money for curriculum support in this financial year. However, this has not yet impacted adversely on curriculum provision as teachers use the resources they have creatively. The principles of best value are applied well in the

management and use of resources. Given that pupils' achievements are good, the good quality of teaching and the expenditure per pupil, the school gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the children in the Foundation Stage is **good** in all the areas of learning.

Main strengths and weaknesses

- Children achieve well in all areas of learning.
- Teaching and learning are good.
- The curriculum is very well planned.

Commentary

36. The children either attend the nursery on a part-time basis or are full-time in the reception class. Their attainment on entry is broad ranging. It is below the level expected of children of this age. Children make good progress and achieve well in all areas of learning. By the time they enter Year 1 most are on course to attain the expected early learning goals in the areas of personal, social and emotional development, creative and physical development, and in their knowledge and understanding of the world. Overall attainment is still below the levels expected in communication, language and literacy and mathematical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- There is a high level of care for all children
- All staff provide the children with good role models
- Children are actively encouraged to behave well

Commentary

37. Teaching in this area is good and children progress well. In the nursery, the high level of care along with the attention given to individual children's needs ensures good provision for the children. Children quickly gain in confidence and develop independence well. They effectively make choices from the range of activities provided. By the time they are in reception, they know routines well; for example, they come in and sit on the carpet and listen carefully as the register is called. The use of encouragement by the staff gives the children a positive feeling and pride in their achievements. In both the nursery and reception, teachers and support staff work together well and provide good role models for children, treating them with courtesy and respect. The children are keen, motivated and want to be involved in the interesting activities provided. In the nursery, they quickly learn to take turns and in the reception class they show they can concentrate for quite long periods of time. They raise their hands to ask questions and share and clear away equipment sensibly. Snack-time in the nursery is a well-established social event. Children learn good manners; they say 'please' and 'thank you' and enjoy the discussions that take place at these times. In both nursery and reception, children behave well and show concern for others. They learn respect their own and the beliefs of others. Children in the reception class are happy to share resources, take turns and support each other well.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- All staff use every opportunity to engage children in discussion.
- Imaginative role-play encourages children's spoken language.
- There is a good emphasis on the development of sounds in words.
- Children's early writing skills are actively developed and promoted.

Commentary

38. Teaching and learning are good and pupils progress well. In the nursery, staff take every opportunity to engage children in discussion. For example, as children arrive, staff encourage them to talk about what they have done since they were last in school. They also provide good opportunities for imaginative role-play. Staff interact well with children in these situations and, as a result, children's spoken language is effectively developed. In both classes, children listen carefully to stories and adults. They enjoy talking as a whole group, for example in 'circle time' in the nursery and during a big book session in reception. Staff encourage them to ask questions which are followed up with clear explanations that successfully increase children's vocabulary.

39. Children learn all about books and develop good understanding of the conventions of books. There is a good focus on the development of sounds in words. Some children in reception are beginning to use this knowledge to help them with the early stages of reading and writing. Well-planned, motivating and interesting sessions ensure that children are attentive and learn well. They enjoy sharing books and show understanding about text carrying meaning. Many are able to point to the title of a book and name the characters. They use pictures well to tell what is happening in the story and are beginning to predict the outcome. A firm foundation is laid and children build up their early reading skills systematically.

40. Opportunities are always available for children to try writing on their own and try pre-writing skills that successfully develop their pencil control and help children understand the wide range of reasons for writing. Staff are attentive to the need to give individual support. They remind children to write their name on pieces of work although only a few children do this successfully without the need of an exemplar.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

- Children's mathematical skills are reinforced by staff in all activities.
- Good use of structured play is used to develop skills in practical mathematics.

Commentary

41. Teaching and learning are good, but by the time children enter Year 1 only few attain the expected goals and many are still below those expected. In the nursery some children recognise numbers one to five and, through good interaction with adults, begin to understand simple mathematical terms such as big and little. Throughout the day, through play, adults reinforce children's understanding of number and its associated vocabulary. The children know a good range of number rhymes and jingles to support their learning. Good opportunities are given to children to develop their counting and spatial awareness. For example, children play with large blocks to build a range of simple structures.

42. Reception children are developing their counting skills well. Most children become confident in working up to 10 and more able children work up to 20. Through well-focussed teaching sessions children learn about capacity through activities based on the story of the 'Three Bears'. Structured

play encourages children to develop practical methods of learning about volume and they can explain their understanding of concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- There is good use of indoor and outdoor areas to develop knowledge of the world.
- There is a good range of equipment for children to use in their investigations.
- The use of a wide range of topics further promotes children's observational skills.

Commentary

43. Teaching and learning are good in this area in both the nursery and reception. Through a wide range of activities and effective teaching children in the nursery successfully learn about the world about them. The children use the outside area to observe plants and animals. Children have good opportunities to use the computer to support their learning and they are confident when doing this. Children construct their own models using a good range of equipment.

44. Children, in both classes, through a wide range of topics, learn about many items of interest. They develop observational skills well, for example when noting the taste and smell of different items and they are beginning to make relationships between the things they observe. They are learning about the uses of the five senses and can talk about what we use them for. Children are familiar with naming parts of their body. Children continue to develop their skills in using the computer effectively. The outside area is particularly well used to support this area.

45. The range of experiences available to the children in both nursery and reception gives them a firm foundation on which to build their knowledge and understanding of the world. Most children are on course to achieve the early learning goals by the end of reception.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- Good use of the outdoor play area encourages children to learn about the effects of exercise on their body.
- There are frequent daily opportunities for children to develop fine manipulative skills.

Commentary

46. Teaching and learning are good. By the time children enter Year 1, the majority of children are likely to achieve what is expected. Most gain suitable understanding about using space and awareness of others. They know about the effects of exercise on their bodies.

47. Children in both classes have daily opportunities to use pencils, crayons, paints and scissors to develop their fine manipulative skills. In both classes, children play with small equipment such as bats and balls and they learn to kick, pass and throw a ball with increasing control.

48. Outside there is an enclosed play area where both nursery-aged and reception-aged children run, use wheeled vehicles and play. When using this equipment, children effectively improve their movements, they develop awareness of space, develop their skills in balancing and climbing. Children develop their co-ordination and control well. Reception children have particularly good opportunities to develop their skills during physical education sessions in the school hall.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- There are good opportunities for children to experience a wide range of techniques and media.
- Children make their own music using a variety of instruments.

Commentary

49. Teaching and learning are good in this area. Children make good progress and are generally on course to attain the expected goals.

50. Children use a wide range of techniques and media in nursery and reception to increase their confidence and skills and develop their imaginative response. Generally, good use is made of opportunities to reinforce and extend children's recognition of colours. For instance, using a computer programme to make colourful patterns. In both classes, children show increasing control when colouring and drawing. Good experiences generally ensure that children have the opportunity to develop their skills to their full potential. The wide range of opportunities, including those that support other areas of the curriculum, are successful in ensuring children get plenty of practice and quality experiences. They use a range of materials to make collages of different types of materials. Children are given opportunities to work in both two and three dimensional art.

51. Children in both nursery and reception learn by heart a good repertoire of songs that they sing with enthusiasm. They also have good opportunities to make their own music using a good variety of instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**. Pupils at the end of Year 2 attain average standards in all aspects of English. Pupils at the end of Year 6 achieve standards, which are below average in all aspects of English with the exception of speaking and listening, which are in line with those expected of pupils of this age.

Most pupils achieve well in relation to their abilities. Pupils with special educational needs and those whose home language is not English, achieve well and make good progress. Pupils of higher ability always achieve as well as they are able. Standards, from the previous report, indicate deterioration in pupils' attainment, but much of this can be attributed to pupil mobility. However, when compared with similar schools pupils achieve average standards.

Main strengths and weaknesses

- Standards at the end of Year 6 are below average.
- Teaching is good.
- Support staff work well with pupils and impact positively on their learning.
- Pupils with special educational needs and pupils whose home language is not English are well supported.
- Leadership is good.

Commentary

52. By the end of Year 6, standards in English are below the national average, despite the fact that most pupils achieve well. The principal reason for this is the mobility of pupils. Careful tracking of pupils who remain in the school throughout their primary school career confirm that these pupils continue to make good progress and achieve average scores in national tests.

53. Teaching is at least satisfactory, but mostly good or better. This is impacting positively on raising standards. Aspects of good teaching include parallel planning to ensure parity of opportunity, engagement with pupils, quality relationships and effective use of class sessions. When teaching is not so effective introductions are overlong, slowing the pace of the lesson and resulting in some pupils becoming restless. However, in almost all lessons there were clear indications of effective questioning, which promoted good speaking and listening skills.

54. Teaching assistants provide good support to teachers and work well with pupils. They have built up good relationships with pupils and their training in questioning techniques has had a significant effect on building confidence and self-esteem in pupils, as well as promoting speaking and listening skills. They support low ability groups in their reading and writing programmes and during class sessions make notes to contribute to assessment and future planning sessions.

55. Pupils with special educational needs and those whose home language is not English work well and achieve well. This is because of effective teaching and the good assistant support they receive in lessons or when withdrawn in small groups. Teachers and support staff make effective use of specific targets on pupils' individual education plans to help them develop strategies to tackle their learning processes.

56. Leadership in English is good. The co-ordinator understands the needs of pupils and supports teachers to match planning with pupils' abilities. She ensures there is a sufficiency of resources to deliver the curriculum effectively and uses the annual book fayre to supplement books in the library. She has set up good systematic reading programmes within an effective literacy curriculum. This is used well to ensure that all aspects of the curriculum are taught

Language and literacy across the curriculum

57. The use of literacy skills in subjects, such as history, geography and personal, social and health education is well used. This enables pupils to widen their range of writing and learn about the importance of the written word.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils reach average standards in Year 2.
- Pupils reach standards that are below average at the end of Year 6.
- Pupils have good attitudes to mathematics; they enjoy their work and they behave well in lessons.
- Given their attainment on entry, pupils' achievements in mathematics are good.
- Teaching and learning are good; this helps pupils to achieve well.
- There is rigorous monitoring of teaching and learning.
- There are very good procedures for the tracking of pupils' progress.

Commentary

58. Pupils enter Year 1 with below average standards in mathematics yet by the time they leave Year 2 their attainment is in line with national averages. In the last inspection, standards were found to be above the national average. Many pupils enter Year 1 with below average standards in mathematics. However, given their starting points in Year 1, pupils' achievements are good and sometimes very good. At the end of Year 6, standards are well below average. This, too, is a decline in standards since the last inspection when standards were found to be average. However, many pupils in this year group have not had their full education in the school. Pupils, who started the school in Year 1 and stay through to Year 6, achieve the national average in mathematics. Many pupils who join the school in Years 3, 4 5 and 6 have below average standards in mathematics, but they too make good progress and their achievements are often good. Pupils who have special educational needs and those whose mother tongue is not English are very well supported by their teachers and teaching assistants. They make good progress in their learning and their achievements are good.

59. There are indications that the grouping of pupils by ability in Years 3, 4 and 6 for literacy and numeracy and the effective use of catch up programmes are beginning to have an impact. Standards are already better in Years 3 and 4. The National Numeracy Strategy is well embedded throughout the school and this has addressed the issue of pupils' mental arithmetic skills well.

60. The quality of teaching is good throughout the whole school. It is often very good in Years 3, 4, 5 and 6. This is an improvement since the last inspection and is a major reason why pupils' achievements are good. This consistently good teaching ensures that pupils' learning is good. The best teaching occurs when teachers continually extend pupils' learning by progressively introducing new concepts in lessons. The pace is good and there is good management of pupils. This is often achieved where teachers carefully explain concepts and activities and tasks are matched appropriately to their abilities. Where teaching is only adequate, some lower ability pupils are occasionally presented with tasks that are too challenging and there is insufficient guidance or support from the teacher. This impacts on their learning and, as a result, they do not achieve as much as they could. Teachers are given very good support by teaching assistants who provide a very valuable resource in the classroom.

61. At present there is no mathematics co-ordinator owing to a restructuring of the senior management team. There are plans to appoint a new manager in the near future. Because the

National Numeracy Strategy is well established, the absence of a co-ordinator is not impacting on standards or provision. In the meantime, the senior management team has assumed responsibility for the subject. The team has ensured rigorous monitoring teaching and learning. This ensures the maintenance of the provision. All pupils are set targets for improvement. Their progress is tracked by their teachers and the senior management team.

Mathematics across the curriculum

62. The use of numeracy across the curriculum is satisfactory. This supports pupils' data handling and measuring skills in science, information and communication technology and geography.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- The teaching of science is good across the school
- Most lessons are well planned and interesting
- The use of science to support subjects such as English and mathematics, is good
- Opportunities are sometimes missed to use information and communication technology to support learning in the subject

Commentary

63. Results in the National Curriculum tests for science are well below the national average, but these represent pupils who have now left the school. However, standards in science are close to the national average for pupils currently in Year 2 and Year 6 as judged by their work in lessons and their books. This represents a satisfactory improvement since the last inspection. Pupils join the school with attainment below average in the subject. They make good progress whilst they are in the school and their achievement is good. Lessons are planned to meet the needs of all pupils including those with special educational needs and those whose home language is not English. Support is given where needed either from teachers or from teaching assistants. Most teachers use questioning effectively to challenge their pupils this further promotes their learning.

64. Teaching and learning are good. In the better lessons, there is a good pace and teachers question pupils well, challenging them to think. Teachers often offer interesting practical activities that motivate pupils. As a result of the effective teaching, pupils learn well and enjoy science. Skills are developed systematically. For example, in Year 1 pupils learn about the properties of materials by feeling them and talking about them. By Year 3, they can identify the best use of materials. In Year 6, they are learning about materials changing properties, from solid to liquid and from liquid to gas. Where teaching is only adequate, pupils can sometimes be kept sitting for too long, listening to the teacher. Occasionally, activities offered in some lessons are not sufficiently motivating for all pupils; this slows learning.

65. Leadership and management of the subject are satisfactory. There is a subject policy and scheme of work based on national guidelines. The assessment system is effective and teachers know where their pupils are with regard to progress in the subject. This helps with curriculum planning. Resources for the subject are adequate to deliver the curriculum, but not sufficient for all cases. This requires teachers to plan carefully to ensure materials are available. There is limited use of information and communication technology to support learning in the subject, but little evidence of it being used for presenting work, researching information or recording data.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- There is effective development of pupils' skills within information and communication technology.
- There is limited use of classroom based computers.
- There is insufficient use of information and communication technology to support other curriculum subjects as some teachers lack confidence in using the technology.

Commentary

66. Pupils achieve standards in information and communication technology (ICT) that are close to national expectations at the end of Year 2 and Year 6. Pupils' achievements are satisfactory. The school has made satisfactory progress since statutory requirements are now met. Throughout the school, pupils have regular access to ICT facilities in the computer suite. They work well with these resources using them effectively to develop their skills. All classes have set times in the computer suite; this enables pupils to work individually on the computers. As the classroom computers are not used to their full extent, pupils have restricted opportunities to practise what they have learned and use ICT to support work in other subjects. They sometimes forget what they have learnt in the suite because of the length of time between lessons. By Year 6, pupils can send and receive e-mails, use the internet and create multimedia presentations. They are able to create work that incorporates images, including photographs and text.

67. Leadership and management of the subject are satisfactory. There is a subject policy and scheme of work, but some teachers lack confidence with use of the computers, either for teaching or for administration. Resources are adequate for delivery of the subject, but some computers are ageing and will shortly need replacement.

Information and communication technology across the curriculum

68. The use of information and communication technology across the curriculum is unsatisfactory. However, the school is aware of this shortcoming and are seeking to address it. There are some opportunities to use ICT for display, to create graphs in science, and to undertake research. These opportunities are fragmented and are not a coherent, planned part of the curriculum.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Acts of worship make a good contribution to the development of pupils' knowledge and understanding.
- There is currently no subject leader for religious education.

Commentary

69. By the end of Year 2 and Year 6 standards are broadly in line with the expectations in the locally Agreed Syllabus and pupils' achievement is satisfactory.

70. By the end of Year 2 pupils have a satisfactory knowledge of the major religions of the world through their study of major festivals of the Christian, Jewish, Sikh, Hindu and Muslim faiths. They

show a sound understanding of the importance of different types of celebration and can link them to their own lives. For example, pupils in Year 2 studying the Jewish festival of Rosh Hashanah were able to talk about how they could improve their own lives. In Years 3 to 6 pupils extend their knowledge of the different religions and begin to understand why religions are important to people. By Year 6, pupils are able to talk about the importance of the Sacred Books to people of different religions and know when they are used and how they should be handled. Religious assemblies are well planned and make a good contribution to the development of pupils' knowledge of the Christian and other faiths.

71. Only two lessons were seen during the inspection so it is not possible to make a judgement about the overall quality of teaching and learning. Both of the lessons seen were satisfactory. The curriculum is planned to ensure the requirements of the locally Agreed Syllabus are met and pupils develop suitable knowledge and understanding. There is presently no subject leader for religious education although it is planned to appoint one shortly. This means that although general overseeing of the subject is by the senior management team specific development work or monitoring of the subject has not taken place. Resources for the subject are just adequate and in some aspects there is a shortage of articles to enable pupils to have practical 'hands on' experiences.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- There is good use of field trips to support learning in the subject.
- Teachers use geography to develop skills in English and mathematics.
- Concentrating the subject into blocks in the timetable sometimes disrupts learning as there are large periods of time when geography is not studied.

Commentary

72. Standards in geography are satisfactory across the school. This is a decline since the last inspection when standards were found to be above national expectations. However, the school has made satisfactory progress in development of the subject since the last inspection as there is now a comprehensive curriculum and detailed record keeping of pupils' progress. Pupils still achieve well in the subject and make good progress across the school.

73. The quality of teaching and learning seen was good, with one very good lesson. Pupils in one Year 6 class are able to talk knowledgeably about a study of the River Thames. They are able to put place names along the river. In another, they write poems about a journey along the river. They are able to use technical terms such as meander and tributary. In Year 5, they are able to relate to maps of different scales and compare life in Southwark to a rural village. They have just been on a residential field trip which considerably enhanced their understanding of the subject because they experienced first hand patterns made by individual physical and human features in the environment. They are better able to contrast the differences between urban and rural settings. The school also uses art and display work to good effect to promote learning in geography.

74. Leadership and management of the subject are satisfactory. There is a subject policy and a scheme of work based on national guidelines. The assessment system enables each teacher to know where pupils are in relation to the subject. Resources are adequate for delivery of the curriculum. There is a suitable range of books in the library and posters on different geographical aspects. Pupils with special educational needs receive suitable support and make good progress in the subject. Pupils whose home language is not English make the same progress as other pupils in their class. However, the range of maps available is limited. Alternating the subject with history on the timetable means that there can be long periods between groups of lessons. This large gap in time when the subject is not studied can sometimes prevent pupils from retaining skills and

knowledge. The school uses geography effectively to help deliver literacy and numeracy. In one class, a geography lesson was being used to stimulate creative writing. In another, maps of different scales were compared to see how the information they held differed.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- There is good use of drama and role-play to enhance learning in history.
- There is good history teaching in the school.
- There are large gaps in time when history is not studied.

Commentary

75. Pupils achieve standards in history that meet national expectations at the end of Year 2 and Year 6. Although standards were judged to be above national expectations at the time of the last inspection there have been improvements in the provision for the subject and this represents satisfactory progress in development of the subject since the last inspection. The starting point for many pupils in history is now lower than it was at the time of the last inspection and, by achieving national expectations, pupils achieve well in the subject and make good progress whilst they are in the school.

76. The quality of teaching and learning seen was good with one very good lesson. Dramatic role-play is used to good effect in some classes. Teachers use collections of costumes and artefacts to help the pupils take on characters and understand about life in the past. They were able to talk with interest about the punishments given for various misdemeanours. In one class, pupils were using the internet effectively to research life in Tudor times. The school also uses art and display work to good effect to promote learning in history.

77. Leadership and management of the subject are satisfactory. There is a subject policy in place and a scheme of work based on national guidelines. There are adequate resources for delivery of the subject, including books, posters and artefacts. The school makes good use of loan collections. There is an appropriate assessment system in place and teachers know where their pupils are with regard to the subject. Pupils with special educational needs and those whose home language is not English receive suitable support and make good progress in the subject. Alternating the subject with geography means there can be long periods between groups of lessons. The large gap in time sometimes prevents children from retaining skills and knowledge. In Years 5 and 6, pupils had not studied the subject for sometime as the term's focus was geography. This can impact on their learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Art and design was not a focus of the inspection. However, observation of two lessons and work on display, discussion with pupils and the effectively planned curriculum indicates that provision in the subject is good. Pupils achieve standards that are above national expectations at the end of Year 2 and Year 6. Insufficient evidence was available to make judgements on teaching and learning.

Main strengths and weaknesses

- The quality of pupils' finished work is often good.
- There is a good range of work in a variety of materials

Commentary

78. Pupils are provided with many exciting experiences both in school and out of school to complement their curriculum. They work in a variety of media, such as sewing, weaving, collage and mask design and making. They are given the opportunity to work with artists at the Dulwich Picture Gallery and much of their work is exhibited there. They learn about sketching, observational drawings, perspective, making colours and learn to paint in the style of Van Gogh. They made Gargoyles which were exhibited at the Southwark Picture Gallery and use crayons effectively to portray the 'Fire of London'. The school places great emphasis on the 'Arts' and the value of learning from broad experiences.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- The planned curriculum offers pupils a good range of designing and making experiences using a variety of materials.
- The quality of pupils' finished products is good.

Commentary

79. Observation of pupils' work on display, their books and scrutiny of the planned curriculum indicates that standards at the end of Year 2 and Year 6 are in line with national expectations. This is similar to that found in the last inspection, but there have been improvements in the quality of provision. The scheme of work, which is taken from the Qualifications and Curriculum Authority guidelines, ensures that pupils have access to a range of designing and making experiences using a variety of materials. The scheme of work ensures that pupils' skills are progressively developed as they move through the school. This is an improvement since the last inspection. Pupils have designed and made some good quality products. A good example of this is the Roman shoe project undertaken by pupils in Year 5. Following a product evaluation, pupils have designed and made Roman shoes or sandals in a variety of materials including leather and felt. Special attention has been paid to the type and effectiveness of the fasteners. Pupils have worked with a variety of materials for this assignment and paid particular attention to the quality of the finish. As part of a science topic on electricity in Year 4 pupils are designing and making torches with an electrical circuit complete with a switch. Pupils are given the opportunity to evaluate their designs and make changes. The school places particular attention to healthy eating. Consequently, there are a number of food technology assignments in the scheme of work including bread making and the mixing of fruit cocktails.

80. It is not possible to arrive at a judgement for teaching and learning, but in the two lessons observed teaching was satisfactory and good. Pupils displayed an enthusiasm for their work and their attitudes were good.

81. The co-ordinator monitors teachers' plans and observes teaching and learning. Pupils' progress is monitored through an assessment sheet. This informs teachers of their pupils' standards.

Music

Provision in music is **very good**. Music was not a focus of the inspection, but observation of just two lessons and discussion with the co-ordinator confirmed the many and varied musical opportunities pupils of Bessemer Grange are exposed to in order to broaden their musical

experiences. Consequently, pupils attain standards that are above national expectations at the end of Years 2 and 6.

Main strengths and weaknesses

- Pupils have opportunities to perform in a variety of community settings

Commentary

82. To complement and extend their musical curriculum, pupils are provided with a broad range of musical activities to enhance their performing and appraising skills. All pupils play xylophones and use the full range of percussion instruments. Pupils in Years 4, 5, and 6 attend the Royal Festival Hall for one session per week and are led by a specialist in Indonesian music known as Gamelan. Many pupils attend rehearsals of the London Philharmonic Orchestra at the Royal Festival Hall. This further develops provision and helps raise standards. They participated with professional musicians playing the hand bells in a performance of 'Noyes Fludde'. Many took part in a new work at Southwark Cathedral singing and playing tuned instruments. Leadership in the subject is very good, but insufficient evidence is available to arrive at a judgement for teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision for Personal, Social and Health Education (PSHE) is **very good**.

Main strengths and weaknesses

- There is a comprehensive scheme of work.
- All staff have received appropriate training in teaching this scheme.
- The programme is well linked to assemblies and other lessons through the theme of the week.

Commentary

83. The school has implemented a successful programme for personal, social and health education (PSHE) that is linked well with work in assemblies and other lessons. The programme, named "Ready for Life – in practice", was developed by a group of 15 schools in the local area and is derived from best practice. The scheme of work is very comprehensive as it consists of six topics that are taught annually in each class. These topics include all aspects of moral and social development; communication, respect, collaboration, taking responsibility, making decisions and self-esteem. This is a very good programme that is successful in contributing to the personal development of pupils.

84. Each topic is linked well with assemblies and other lessons and is studied by the whole school at the same time for about a half term. This ensures a common theme throughout and helps to reinforce appropriate messages. PSHE lessons also include Circle Time during which pupils and staff get opportunities to discuss and resolve class and personal issues.

85. The programme also includes raising awareness of the benefits and misuse of drugs. After seeking the views of parents, governors have decided not to include sex and relationships' education as part of the curriculum.

86. In the small number of PSHE lessons that were observed during the inspection, teaching and learning were always at least good. In one lesson, they were very good. Teachers manage these lessons well; there is good use of time and often class activities, usually in the form of discussion and negotiation, are received well by pupils.

87. The subject is well managed and there is clear leadership from the senior management team. The way that PSHE is provided makes a very good contribution to the ethos of the school and the personal development of pupils.

Inspection judgement**Grade**

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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