

INSPECTION REPORT

HORNIMAN PRIMARY SCHOOL

Forest Hill, London

LEA area: Lewisham

Unique reference number: 100714

Headteacher: Ms Julia Clark

Reporting inspector: Mr Tony Maslin
3669

Dates of inspection: 20th – 23rd May 2002

Inspection number: 245114

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:	4 - 11
Gender of pupils:	Mixed
School address:	Horniman Drive Forest Hill London
Postcode:	SE23 3BP
Telephone number:	(0208) 699 3190
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Rosemary Magrath
Date of previous inspection:	20 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3669	Tony Maslin	Registered inspector	Mathematics Geography History Religious education Equality of opportunity	Characteristics and effectiveness of the school The school's results and achievements Teaching and learning
9563	Jeannette Reid	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
3574	Kanwaljit Singh	Team inspector	English Foundation Stage Art and design Music English as an additional language	
20951	Philip Littlejohn	Team inspector	Science Information and communication technology Design and technology Physical education Special educational needs	The quality and range of learning opportunities The assessment of pupils' attainment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Horniman Primary School is an average sized community school, situated in a residential area of Forest Hill. The school does not have a nursery and there are 197 full time pupils from reception to Year 6, 107 boys and 90 girls. It is oversubscribed. The pupils come from a wide range of socio-economic backgrounds, with nearly a quarter eligible for free school meals. This is above average. A wide range of ethnic heritage backgrounds, principally Black Caribbean, Black African, Other Black, Indian, White UK and Other White groups, is represented in the school. Forty eight pupils have English as an additional language, 11 of whom receive additional support. This is higher than in most schools. Fifty two pupils are on the special educational needs register. This is above average and higher than at the time of the last inspection. Currently, two pupils have a statement of special educational need, which is broadly average. Attainment on entry to the school shows a full range of ability, but is generally below that expected for five year olds in early literacy, numeracy and social skills. There is considerable pupil mobility at Key Stage 2.

HOW GOOD THE SCHOOL IS

This is a good school, which provides a caring, secure and happy environment for all its pupils. It is well led and managed, with effective strategies to promote educational inclusion and equality of opportunity for all. The school has a positive approach to behaviour management and the majority of pupils have good attitudes to their learning. The quality of teaching is good, overall, with many strengths and few areas to be improved. Pupils with special educational needs achieve well in relation to their attainment when they start school. Pupils with English as an additional language make the same progress as their peers. The school provides a broad creative curriculum with very good music provision and gives good value for money.

What the school does well

- The quality of teaching is good.
- The high standards in music are a strength of the school.
- There is good provision for pupils with special educational needs.
- Pupils make good progress in English and there is good use of literacy in all areas of the curriculum.
- Relationships between all members of the school community are good – the school cares for its pupils well.
- The school is well led and managed.
- Cultural development is very good – the school has a strong, positive attitude to pupils and staff from different ethnic backgrounds.

What could be improved

- Standards in mathematics at Key Stage 2.
- The attainment of the more able pupils in science at both key stages.
- The pupils' attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997, and has made good improvement since then. The school has addressed the main issues from the previous inspection report well. All the policies are in place and making a positive impact upon curriculum provision. The school has very good procedures for staff development, linking this effectively to its performance management procedures. The provision for the pupils' spiritual development has been significantly enhanced through improved identification of opportunities for personal reflection throughout the curriculum. The school has a clear policy for

collective worship which it follows, although the twin concepts of a deity and acts of prayer are not yet fully incorporated. The school has put many measures in place to maintain pupil progress and standards in the face of a changing pupil population, which now includes a significantly greater percentage of pupils on the special needs register than at the time of the last inspection. This has been successful in all subjects except mathematics at Key Stage 2 and the higher levels of science in both key stages. The already strong music has improved further. The good teaching at the time of the last inspection has been maintained and slightly enhanced. The strength in leadership and management identified in the last inspection has been maintained. Because of this and the good teaching, the school is well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Key Stage 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	C	B
mathematics	B	B	D	C
science	C	B	E	D

Key

well above average A

above average B

average C

below average D

well below average E

Pupils enter the school in reception with a wide range of attainment, which is, overall, below the national average. Since the last inspection there has been a significant increase in the number of pupils entering the school with special educational needs, particularly at Key Stage 2. Thus, while standards in many subjects are lower than at the time of the last inspection, now being in line with national expectations, in most areas of the curriculum the progress to achieve this remains good.

Standards for all pupils at the end of reception are good for creative development and in line with the early learning goals for the other five areas. At the end of both key stages, standards are very good in music and good in art and design and design and technology. They are in line with national expectations for all other areas of the curriculum, except for mathematics at the end of Key Stage 2, where they are below.

The end of Key Stage 1 tests in reading, writing and mathematics in 2001 reflected these findings, with very high standards in writing, good standards in reading and an above average number of pupils achieving level 2 or better in mathematics. Assessments in science show a smaller number of pupils at level 3 than is attained nationally.

Similarly, the end of Key Stage 2 test results for 2001 were in keeping with the inspection findings, except for science. Here the low results can be linked to pupils with special educational needs, as indeed they can for mathematics. Observations show the school has improved standards in science, whereas it has not done so in mathematics. There is not enough work at the higher level 5 in science, history and geography. The school set ambitious targets for the end of Key Stage 2 tests for English and mathematics in 2001. It did not reach them. It has set slightly lower targets for 2002. Inspection evidence indicates that the school will be near the English target and is unlikely to reach the mathematics target.

There are good standards in literacy across all subjects, with satisfactory standards of numeracy. Standards in information and communication technology are satisfactory at both key stages. Standards in religious education for both key stages are in line with the locally agreed syllabus. Throughout the school, the attainment of pupils with English as an additional language is similar to their monolingual peers. With the exception of mathematics at Key Stage 2, pupils with special educational needs make good progress and achieve well for their abilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and have good attitudes to their work.
Behaviour, in and out of classrooms	Satisfactory. Almost all pupils behave well in lessons and around the school. This is occasionally marred by the unsatisfactory behaviour of a few boys.
Personal development and relationships	Relationships are good. Pupils of all ethnic backgrounds work and play harmoniously together. All members of the school community, adult and pupil, show respect for each other. Personal development is good and encouraged through independent work.
Attendance	Unsatisfactory and below the national average. Punctuality is unsatisfactory and this disrupts the beginning of the school day.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory

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

Good teaching is a strong feature of the school. Nearly a quarter of teaching observed was very good or excellent, a further half was good and just one lesson was unsatisfactory. Teaching is good, overall, and meets the needs of all pupils well. It makes a positive contribution to the quality of the pupils' learning and the standards they achieve. There is equality of opportunity for all. Lessons are appropriately modified to ensure access and understanding and appropriate account is taken of gender, ethnicity, social background and academic ability.

In the reception class, the teacher and support staff are skilled at enabling pupils of all abilities to learn well and develop independence through a wide range of carefully planned activities. The very good teaching of music in both key stages is a strength of the school. Good teaching features throughout Key Stage 1. Pupils receive well-prepared lessons with lively presentation, which keep their interest so that they make good progress with their learning.

English is well taught at Key Stage 2, as is science, design and technology, history, art and design and physical education. Nevertheless, despite many strengths, teaching at Key Stage 2 is satisfactory, overall, because it enables only satisfactory progress in mathematics over time; it does not extend the higher attaining pupils or ensure that the lower attaining pupils have a good grasp of basic skills. The skills of literacy are well taught across the whole curriculum, but the teaching of numeracy does not draw on the whole curriculum to the extent that it could and should. The teaching of information technology is satisfactory and still developing as the school establishes its computer suite and learns how to manage its use.

Teaching ensures that the pupils develop good independent learning skills, as can be seen in the topic work for history and geography. The higher attaining pupils in subjects like geography and history at Key Stage 2 and science at both key stages are not sufficiently challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is a good range of learning opportunities, which are supported by external visits and visitors to the school. Art and design and design and technology are good. Music is very good. There is a good range of extra-curricular activities. Statutory requirements are met.
Provision for pupils with special educational needs	Good. Pupils receive good support through their individual education plans and the learning support assistants. No pupils are disapplied from the national curriculum.
Provision for pupils with English as an additional language	Good. Pupils who are at the early stages of fluency are well supported with very good teaching. The pupils who have a satisfactory grasp of English make the same progress as their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is sufficient time for reflection and personal development. Pupils learn to be responsible and to respect the beliefs and cultures of others. Cultural development is very good; the school has a strong, positive attitude to pupils and staff from different ethnic backgrounds.
How well the school cares for its pupils	There are good procedures for welfare and child protection. Attainment and progress is well monitored in English and mathematics, but not so well in other subjects. There are good procedures for promoting good behaviour and eliminating bullying. There are good support services for pupils with special educational needs and those with English as an additional language. The procedures for monitoring and improving attendance and punctuality are unsatisfactory.

The school works well with parents and carers. They are welcomed and a good number help in the school. The school provides appropriate information for parents through its brochure, the newsletters and open evenings. Information about standards could be better. The quality of written reports does not give parents and carers sufficient detail of the standards and progress their children are achieving. Nor do the reports inform them about the kind of home support their children might find valuable.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good with some very good practice. The headteacher and senior managers have worked hard to ensure a shared vision for the school and to see that it happens. Many subject co-ordinators are making a significant impact.
How well the governors fulfil their responsibilities	Good. Governors have good structures for carrying out their duties. They monitor and evaluate the progress of the school closely and are fully involved in shaping its future direction.
The school's evaluation of its performance	Good. The school has effective mechanisms for knowing how well it is performing. The school improvement plan clearly identifies the main long-term priorities to raise standards.
The strategic use of resources	Good. Resources are well deployed to meet the school's identified priorities. The school continually challenges and compares itself with others and regularly consults with interested parties. The principles of best value are applied well.

The school is adequately staffed with suitably qualified teachers to teach the National Curriculum and religious education. The teachers are assisted by sufficient experienced classroom support staff, who work with pupils with special educational needs, those with English as an additional language and provide help with mathematics, English and information and communication technology throughout the school. The accommodation is satisfactory. There is a small library, which could usefully be extended

and a small computer suite, which has yet to be connected to the internet. Overall, resources are adequate to teach the planned curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Their children like going to school. • Staff are approachable and deal with problems sensitively. • The high standard of teaching. • The high standard of music.	• Closer links with parents. • Homework more reliably set. • Better information about their children's attainment and progress.

The inspectors agree with the parents' positive comments. The inspectors found that sufficient homework is set, but not all parents know when it should be coming. They also found that the school welcomes parental involvement and that the information available for parents is comprehensive and accessible, but they agree with the parents' views that they could receive better information about their children's attainment and progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school in the reception class there is a wide range of ability, which varies from year to year. Overall, however, the pupils' attainment is lower than that found nationally. The number of pupils with special educational needs has increased since the time of the last inspection to 26 per cent of the population. This figure is high and it has adversely affected the school's results. While the end of key stage test results have varied from year to year, the trend has been gently down.
2. Consistently good teaching in the reception class ensures that all pupils of the wide ethnic range present in the school achieve well and make good progress so that, by the time they enter Key Stage 1 the attainment of the majority in creative development exceeds the early learning goals and in the other five areas of learning is in line with the standards expected in the early learning goals. Pupils who are learning English as an additional language learn quickly and attain the same standards as their peers. Those with special educational needs make good progress and achieve well.
3. Because of the good teaching in Key Stage 1, the pupils continue to make good progress, so that, by the end of the key stage, their attainment is in line with national expectations in all three aspects of English, in mathematics and in science. In the English test at the end of the key stage in 2001 the pupils' attainments were above the national average in reading and well above in writing. In the 2001 mathematics test the pupils' attainments were below the national average because many of the pupils attained the lowest level 2 and the number of pupils attaining the higher levels of level 2 was below the national average. Compared to similar schools, results in reading and writing were very high and in mathematics were about the same. Science attainment at the end of the key stage is assessed by the teachers. This shows that a higher percentage of pupils than nationally attained level 2 or better, but a smaller percentage attained the higher level 3. The standards in the three subjects, which were observed in the inspection, were in keeping with these results.
4. Inspection findings are that good progress in all three aspects of English is sustained through Key Stage 2 and standards at the end of the key stage are in line with national expectations. This was also the case in the end of key stage tests in 2001, where the pupils' attainment was in line with the national averages and better than for similar schools. The school missed its ambitious target for 2001 of 84% of pupils attaining a level 4 or better and the inspection evidence suggests it will be close to its target of 80% for 2002. The mathematics tests for 2001 show too many pupils achieving a level 3 and not enough achieving a level 5. Attainment is below the national average and in line with that of similar schools. The school missed its very ambitious target for 2001 of 80% of pupils attaining a level 4 or better and is unlikely to meet its target of 75% for 2002. Inspection evidence confirms this. The good progress made in many of the other areas of the curriculum is not sustained in mathematics. While progress is satisfactory, the low attaining pupils are not sufficiently confident with the necessary basic skills and the high attaining pupils do not do enough work at level 5 during Years 5 and 6. Although the below average 2001 results can be linked to the predictably low attainment of pupils with special educational needs, the observed standards in mathematics at Key Stage 2 were unsatisfactory. The pupils' attainment in the science tests in 2001 was much as for mathematics; too many pupils achieved a level 3 and not enough achieved a level 5. Results in science were well below the national average and below the attainment in similar schools. Inspection evidence found the 2001 results were related to the low attainment of pupils with special educational needs. It found the pupils' day-to-day working standards in science at the end of the key stage to be in line with national expectations. The observed standards in science are satisfactory, with the need for a little more work at level 5.
5. At both key stages, standards are very good in music and good in art and design and design and technology. This builds on the good creative standards observed at the end of the reception year. In all other curriculum areas, standards at both key stages are in line with the national

expectations. In religious education, standards are in line with the recommendations of the locally agreed syllabus. These standards are the result of the good teaching and generally good progress the pupils make. The pupils need to have the full range of experiences of information technology and this should happen once the planned internet connections for the computer suite are established. There is, also, the need for a small improvement in standards at the higher level 5 in geography and history. The pupils demonstrate good standards of literacy across the curriculum. While standards in numeracy across the curriculum are satisfactory, the school could do more in the rest of the curriculum to support the needed improvements in mathematics.

6. Pupils with English as an additional language who join the school in Reception class make good progress in their grasp of English. The progress in all subjects of the curriculum for pupils with English as an additional language is similar to other pupils throughout the school and they attain standards that are similar to their monolingual peers.
7. With the exception of mathematics in Key Stage 2, the progress made by both individuals and groups with special educational needs in all subjects and in all year groups is good. They attain good standards for their abilities.
8. The school monitors pupils' progress and attainment carefully and is always striving to achieve the best standards for each group. During the inspection, there was no evidence of differences in the day-to-day achievement of boys, girls or pupils from different ethnic heritage backgrounds.

Pupils' attitudes, values and personal development

9. As at the time of the last inspection, pupils' attitudes to learning, overall, are good and they continue to be well motivated. Nearly all pupils like school, are keen to learn and appreciate the quality of education they receive. This was clearly demonstrated in a Year 2 science lesson on the life cycle of flowering plants where pupils worked with sustained concentration. Most pupils enjoy their lessons. In a Year 5 English lesson, where pupils were writing in the style of different cultures, they were very well behaved, enthusiastic, and attentive. Their involvement in the various activities of the school is good.
10. Behaviour, overall, is satisfactory. Most pupils behave well and conduct themselves in an orderly manner. They respect the classroom rules that they have drawn up. However, the behaviour of a few boys in Key Stage 2 is, occasionally, unsatisfactory. They waste time during some lessons and disrupt learning. Parents say that overall behaviour is good and has improved. Pupils of different racial backgrounds integrate very well, both in the classroom and in the playground. There are good procedures for monitoring and eliminating oppressive behaviour. There are few incidents of bullying and harassment and these are dealt with quickly. Behaviour in the playground is carefully scrutinised and has improved since the introduction of a play worker at lunchtimes. She effectively organises, together with the meals supervisors, a wide variety of games and activities in the limited space. There were three fixed-term exclusions last year as a result of the consistent application of the school's discipline policy.
11. Pupils' personal development is good. Overall, pupils grow in maturity and self-esteem as they move up the school. This was clearly demonstrated in a Year 6 band session. Pupils are confident to express their views in class. They willingly take responsibility in the classroom and around the school. Older pupils help the children in reception in their play area at lunchtime. Their relationships with staff and with one another are good. Parents at the meeting confirmed that there are good relationships between older and younger pupils. The school council has an enthusiastic group of members who have initiated changes in the life of the school. For example, more equipment has been bought for the playground and a re-cycling scheme for aluminium foil is being set up. Pupils are tolerant and co-operative with one another. In a Year 4 music lesson where the pupils were working on a composition, they made independent choices for playing instruments, and gave very good support when helping each other with the beat.
12. Attendance is below the national average and is unsatisfactory. The school gives the main reasons for absence as poor health and pupils staying on roll after they have left the area. The school fails to analyse its attendance data rigorously and to identify pupils with attendance

problems quickly. Punctuality to school is unsatisfactory. The large number of pupils arriving late to school significantly disrupts the start to the school day.

HOW WELL ARE PUPILS TAUGHT?

13. Overall, the quality of teaching observed during the inspection was good. Ninety nine percent of teaching was satisfactory or better with nearly a quarter very good or excellent and a further half being good. Teaching is good in reception and Key Stage 1 and satisfactory in Key Stage 2. This is a very slight improvement upon the last inspection and good teaching is a strong feature of the school. It enhances pupils' learning and the progress they are making. That the school has achieved this in the face of considerable staff changes and recruitment difficulties reflects positively on the good leadership provided by the headteacher and deputy headteacher in the way in which they select and induct new staff to the school.
14. The quality of teaching in reception, Year 2 and in music, where there is a specialist teacher, was consistently good or better. Elsewhere, satisfactory teaching was associated with the way subjects were organised through their schemes of work, rather than any particular year group. This was especially true for mathematics in Key Stage 2, where the lower attaining and higher attaining pupils do not make sufficient progress over time. Because mathematics is a core subject it was for this reason that, while teaching at Key Stage 2 has many strengths, it could only be judged satisfactory. Teaching was good in reception and good for Key Stage 1.
15. The teacher and support staff in the reception class work well as a team. All lessons and sessions are effectively planned and place a strong emphasis on improving the pupils' skills and learning. The pupils experience a wide range of resources and activities with a good balance of staff-directed and pupil self-chosen activities. As a result, the pupils are always absorbed in their work, busily and purposefully engaged in a calm and well-ordered learning environment. Expectations are high in all respects and, because of this, the pupils develop high levels of independence. The pupils' progress and attainment are regularly assessed and the information well used to inform planning. The staff use this information well to provide appropriately for the needs of all the pupils, including those with special educational needs and those who speak English as an additional language. In this way, they ensure that every pupil makes good progress in all six areas of their learning.
16. The quality of teaching of literacy is consistently good, or better, throughout the school. This consistency is the reason for the pupils' good progress and effective use of literacy skills across the school. Teachers have a good knowledge and understanding of the National Literacy Strategy and they use this to ensure a good balance of whole class, group and individual work. The pupils respond positively to this variety. In the younger years, this means that they learn to form letters accurately and neatly and learn to match letters to sounds. In the older year groups teachers ensure that the pupils read a wide variety of literature and learn to write for a variety of purposes and audiences. Pupils extend this writing profitably to other areas of the curriculum, for example, giving instructions on how to make a toy, expressing feelings and appraising music, explaining scientific investigations or discussing religious beliefs. This high quality teaching combined with well organised assistance from the learning support staff makes a positive impact on the progress of pupils with special educational needs and those who have English as an additional language.
17. The quality of teaching of numeracy is good in Key Stage 1 and satisfactory in Key Stage 2. While pupils make satisfactory progress with their learning at Key Stage 2, their progress and attainment over the key stage is not as good as it should be. Teachers make good use of the lesson structure recommended by the National Numeracy Strategy, but some other aspects have not been followed so well. In particular, in Key Stage 2, the teachers have not been sufficiently using a whole school programme for the development of the pupils' basic skills. The lack of this has hampered the progress of the lower attaining pupils. Furthermore, aspects of numeracy could be more strongly supported through other areas of the curriculum, in the way the school does for literacy. This would help reinforce pupils' understanding at all attainment levels. The middle ability pupils make the progress they should, but, by the end of Key Stage 2, too few higher attaining pupils achieve level 5 because their teachers do not give them sufficient experience of work at this level. The learning support staff work well with the pupils with special educational needs and these pupils make good progress. Pupils who have English as an additional language make the same progress as their peers.
18. The teaching of music in Key Stage 1 is very good. The pupils respond positively and reach very high standards. Good teaching is a feature of all the other subjects in the key stage except for

information and communication technology, where it is satisfactory. The characteristics of this very good and good teaching are well-prepared and presented lessons with high expectations of pupils' behaviour and participation. Because of this, the pupils become interested and committed, work hard and make good progress. The teaching of science, which is good, would be further enhanced by greater challenge in scientific thinking for the higher attaining pupils.

19. The computer suite is small and organisation of a whole class in the room presents management difficulties at both key stages. Good use is made, on occasions, of the learning support assistant, to enable the class to work in the suite in two halves, or the lesson's work is structured by the teacher to allow some pupils to work on a related activity in the space outside the room. This organisation ensures that the pupils have sufficient space to work without interference and make good progress. The school should consider regularly teaching information and communication technology in this manner. Because the suite is new, not all facilities are available and the pupils are not yet given first hand experience of e-mail and the internet.
20. All lessons at Key Stage 2 are carefully prepared and presented. Where the work matches the pupils' learning, as in science, design and technology, art and design, physical education and history the pupils make good progress. Classes are effectively organised and pupils' behaviour well managed. The very high expectations and very good teaching in music generate a strong commitment to very high standards by the pupils. Teachers have high expectations of work and presentation in geography and history and the pupils' topic work reflects this. However, by the end of the key stage, the high attaining pupils are not sufficiently challenged to compare and contrast and do not work at the higher level 5. Similarly, although the overall teaching of science is good, the higher attaining pupils in science are not sufficiently challenged to explain their answers. The one unsatisfactory lesson was in religious education in Year 6, where the normal expectations of behaviour were not reinforced for a small group of boys and insufficient learning for all occurred as a result. Inappropriate behaviour from a very small group also occurred in geography in Year 4 and the otherwise fast pace of learning slowed because of this.
21. The quality of teaching received by pupils who have English as an additional language is good. The support staff work closely with the class teachers and help pupils within classes. The teaching from the support teacher is very good. All staff have high expectations and the pupils respond positively to the teaching provided, being generally enthusiastic and highly motivated learners. Teachers positively accept the diversity of languages in their classes and this adds significantly to the bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. Successful strategies such as repetition of key vocabulary, modelling of correct answers and the presentation of work with a strong visual content, support pupils very well and this results in good achievement. Pupils' learning is also helped by the opportunities afforded them to discuss work with monolingual peers. Pupils' writing in their home languages is displayed around the school to acknowledge their additional achievement.
22. Teachers are aware of the individual education plans for pupils with specific difficulties and learning needs and plan appropriately for their ability. Appropriate and effective use is made of learning support assistants/ classroom assistants in most classes. In some classes the role of the class assistant needs to be made clear during the whole class introduction to the lesson. Where homework is given it is made clear to pupils with special educational needs what is expected of them. Planning of work shows reference to individual educational plans and pupil targets. There are appropriate resources to support and aid learning for pupils with special educational needs.
23. The school is highly committed to equality of opportunity, taking good account of gender, ethnicity, social background and academic ability. The teaching reflects this and no significant differences were observed between the expectations or achievements of girls and boys. Both boys and girls are expected to contribute during question and answer sessions and both are expected to work with same high levels of commitment. They do.

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

24. The quality and range of the curriculum provide good learning opportunities for all pupils. They meet National Curriculum requirements and the requirements of the locally agreed syllabus for

religious education. The breadth, balance and relevance of the whole curriculum are satisfactory, overall. The use of homework, to reinforce learning at school is satisfactory, but there are inconsistencies in the setting of homework. Each subject is allocated sufficient curriculum time with good emphasis on literacy and a satisfactory emphasis on numeracy. The length of the teaching week meets national recommendations. A scheme of work has been developed for each subject, mainly through the use of national guidelines, which have been adapted to meet school requirements.

25. There is good provision for pupils with special educational needs (SEN), which is well managed by the SEN co-ordinator and the team of learning support assistants. The code of practice is fully implemented and the curriculum is suitably modified. No pupils are disapplied from the national curriculum. The individual detailed plans and targets prepared for these pupils help them to make good progress. Good account is taken of the curriculum needs of pupils with sensory impairment and autism in the planning of lessons and in the support provided. The provision for pupils with English as an additional language is also good and ensures that these pupils have full access to the curriculum.
26. The National Literacy and Numeracy strategies have been introduced effectively, with detailed lesson plans, which are having a positive effect on raising standards in English and, to a lesser extent, mathematics. The pupils, particularly in Year 6, are given help through structured revision and a detailed analysis of test results, to identify and address gaps in their knowledge and skills.
27. The school offers a rich variety of extra-curricular opportunities to its pupils. These include clubs for drama, information and communication technology (ICT), Recorder, Football, Tennis, Chess and Art and Craft. In addition pupils can learn the flute, clarinet or guitar.
28. A programme of day and residential visits both broaden and enrich the curriculum. These include regular visits to the local Horniman Museum, a visit to a Sikh gurdwara (temple), HMS Belfast, The Tower of London, Royal Opera House and National Portrait Gallery. Year 6 pupils have the opportunity to take part in a residential visit to the Isle of Wight. Visitors make a significant contribution to the curriculum. Visitors in the last year have included the local police officer, nurse, deputy director of the Horniman Museum. The school council gives pupils the opportunity to take responsibility and an understanding of decision - making processes.
29. The school makes good provision through a diversity of texts and displays that reflect as many cultures and faiths as possible and which ensure equality of opportunity for all pupils, reflecting the community that the school serves. Tasks in each class are planned according to each pupil's ability and pupils are often grouped with others with similar attainment. Boys and girls are encouraged to work together in all classes and extra-curricular activities are open to all.
30. Provision for pupils' personal, social and health education (PSHE) is good. Programmes for developing the pupils' understanding of healthy living and drugs education, together with sex education are all in place. The school works closely with outside agencies to promote a healthy life style. Health education issues are also addressed through science topics. This was seen in a Year 6 class where pupils learned about the use of legal and illegal drugs and substances, which can be abused.
31. Governors with responsibility for the curriculum are well informed on all aspects of the curriculum. They see their role as supporting curriculum co-ordinators and the staff and keeping the governing body informed through a developing programme of focused governor visits to the school.
32. The headteacher has a very clear vision of ensuring that the school has a rich and varied curriculum, which meets the needs, fully, of a diverse and changing pupil population. Links with the community are being strengthened through contacts with leaders of local faiths and representatives of the emergency services. In order to promote effective learning the school has established links with a local Beacon school.
33. Links with secondary schools are firmly established, giving pupils confidence about moving to the next stage of their education. Pupils are able to join in with concerts at the local secondary school.

34. Provision for pupils' spiritual, moral, social and cultural development is good, overall, and is central to the school's aims and ethos. The weakness in spiritual development in the previous report has now been addressed and spiritual development is now satisfactory. Spiritual awareness was seen to include time for reflection in both whole school and class assemblies.
35. Provision for pupils' moral development is good. Positive moral attitudes are promoted throughout the school. Class discussions and 'circle time' are used in many classes effectively to enable pupils to understand the difference between right and wrong. Adults provide very good role models and are consistent in implementing the school's positive behaviour management policy. Throughout the school, the system of rewards and positive encouragement has a positive effect on pupils' attitudes and behaviour.
36. Good opportunities are provided for pupils to develop their social skills. These include a school council with representatives from all classes. This teaches pupils to understand the democratic process and valuable lessons in citizenship. Pupils are given responsibility and are very welcoming and helpful to visitors to the school. Visits to places of interest provide good opportunities for pupils to conduct themselves appropriately and to develop social confidence. The school aims to develop informed, active and responsible citizens.
37. The school's provision for pupils' cultural development is very good and is a strength of the school. The pupils' own cultures and beliefs are central to the life of the school. They are well supported in the curriculum through studies in religious education, history, geography, art and literature. Displays around the school celebrate the richness of cultural diversity and use a variety of languages.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The good procedures for ensuring the welfare of pupils which were identified in the last inspection report have been maintained. The school provides a caring, secure and happy environment in which each pupil is valued. In a recent survey, parents considered this a strength of the school. Relationships between teachers and pupils are constructive and mutually respectful. Learning support assistants and meals supervisors play an important part in the school. They liaise well with teachers and make a valuable contribution to the pupils' well being. Personal development is monitored closely where there are concerns. All of this creates an environment that is conducive to learning.
39. The policy and procedures for health and safety are effective. Risk assessments are carried out. Fire drills take place, the electrical and physical education equipment is checked annually and there are appropriately trained first aiders. The child protection procedures are secure and all staff are aware of them. However, there is no regular in-service training of all staff to update their knowledge.
40. The school has good procedures in place to promote good behaviour. The school has a positive whole school approach to behaviour management, which considerably improves the standard of behaviour of pupils. Each class writes its own classroom rules and the behaviour policy is sent home to parents annually. There are two learning mentors who work with a number of pupils who need additional support. The play worker at lunchtime structures a variety of play activities and the meals supervisors have weekly meetings with the headteacher to scrutinise pupils' behaviour. Reinforcement of good attitudes, work and behaviour takes place through a system of rewards. Pupils are encouraged to take responsibility and be reflective. In Key Stage 2, pupils evaluate their work and behaviour on a weekly Star Card that goes home. The school does not eliminate all oppressive behaviour, but it does minimise it. It makes it clear to pupils that harassment and bullying will not be tolerated. To encourage pupils to report incidents of bullying a message box has been installed. Incidents of bullying and harassment are dealt with immediately they are identified or are brought to the school's attention. Different aspects of relationships and behaviour are discussed within the personal, social, health and citizenship programme and assemblies.
41. Procedures for monitoring attendance are not sufficiently rigorous. The school fails to analyse the attendance figures with sufficient regularity to find patterns of absence or to enable early

identification of pupils with attendance problems. Pupils identified as having problems with attendance or punctuality are effectively followed up. Calls are made home on the first day of absence. The school has no strategies in place to improve attendance or punctuality. There is no analysis of the attendance of different groups.

42. Assessment arrangements for monitoring pupils' academic performance continue to be satisfactory. There has been a recent focus on developing effective systems within the school. The headteacher has been involved in a research project into raising the achievement of Black boys. Assessment practice is not yet consistent for all subjects. It is well used in English to promote pupils' achievement in reading and writing. Pupils are involved in the setting of targets and in monitoring their own progress. In mathematics, the attainment results are analysed. However, pupils are not set targets so that they know what they have to do to improve. There is on-going assessment in science, but it is not used fully to track pupils' progress. Again, pupil targets are not set. The assessment and recording of standards in the foundation subjects are in the early stages of development.
43. Procedures for assessing the progress of pupils with special educational needs are thorough. Their individual education plans are regularly reviewed throughout the year, leading to a comprehensive annual review. Close contact is maintained with parents/carers at all times.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are well pleased, overall, with what the school provides and achieves. They believe the teaching is good, that their children make good progress in school and are helped to become mature and responsible. The main concern of parents is the lack of robust and specific information on how well their children are doing throughout the year and the standards they are achieving. The inspection team supports this view. Parents also thought that the amount of homework was unsatisfactory and that there was an insufficient range of extra-curricular activities. The inspection team found that, overall, the amount of homework is appropriate for children in both key stages, but that parents need clear information about when it is given. They judged that the extra-curricular provision is good for a primary school of this size.
45. The school has satisfactory links with parents. It is successful in involving parents in the life of the school. It encourages parents to contribute to the children's education at school and at home. Parents find the school open and the staff accessible. There is a frequent flow of relevant information in the fortnightly newsletters, advising them of activities, significant dates, and any particular issues upon which the school is concentrating. New parents receive good information to help their children settle into Reception Class. Evening meetings are held at least once a term to address specific issues such as behaviour and the Pond Project, assessment, and specific learning difficulties. Each term, parents receive information about what their children will be specifically studying. The views of parents are sought in different ways, for example by the questionnaire last year on their perceptions of their children's feelings about school. Although there are formal meetings each term between teachers and parents, parents are not routinely informed about the standards their children are achieving and how they can specifically help with their children's learning in different subjects. Mostly, the annual reports to parents are unsatisfactory. They say what the child can do and what they have studied. However, they fail to identify areas for improvement or provide specific learning targets in the core subjects.
46. Parental involvement in the life of the school is good. A good number of parents help in the school, either on a regular basis or for specific projects such as the Pond Project or the web site Project for Black History month. Attendance at parental consultation evenings, concerts and information evenings is good. The school has an active Parent/Teacher Association that organises many successful social events and fund-raising activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of the school's leadership and management is good, with some very good practices. The school has been faced with a number of staff changes since the last inspection. These comprise a new headteacher, a new deputy headteacher, new members of the senior management team and many new governors, including a new chair of governors. The staff and

governors have a shared commitment to improvement and this stems from the leadership provided by the headteacher, the chair of governors and the senior staff. The headteacher, governors and staff have addressed the main issues from the previous inspection report well. All the required policies are in place and making a positive impact upon the stability of the curriculum at a time of considerable change. There are now very good procedures for staff development, linking this effectively to its performance management procedures, which have a whole school focus as well as an individual staff one. The provision for the pupils' spiritual development has been significantly enhanced through improved teaching of Religious Education and identification of opportunities for personal reflection in other areas of the curriculum. There is a clear policy for collective worship, which it follows. However, this policy omits reference to the twin concepts of a deity and acts of prayer and, thus, this part of the action plan has not yet been fully met. The strength in leadership and management identified in the last inspection has been maintained.

48. Through its aims the school is committed to an inclusive education for all, respect for each other, adults as well as pupils, and high attainment throughout. These aims are very well reflected in the way the school carries out its daily work. There is a caring atmosphere for every member of the school community and a strong, positive attitude to the different ethnic and social backgrounds of pupils, teaching and non-teaching staff. The school strives for high standards, and has very effective mechanisms for identifying where it needs to direct its energies for improvement. The main issues for improvement identified as a result of this inspection already feature as part of the school's existing action plan.
49. The governors fulfil their statutory duties well. They have good procedures for directing work to their committees and receiving deliberations back to the main governing body. The evaluation of the improvement tasks and the evaluation and monitoring of standards are standing agenda items on all full governing body meetings. They have good mechanisms for helping to shape the direction of the school, where all governors, except two, attended a half-day with all the staff to plan an overview for the next three years. Key areas of provision, such as literacy, numeracy and special educational needs have an attached governor, who has a clear understanding of their area. Governors are developing good procedures for monitoring their statutory targets and challenging their school to seek appropriate improvements.
50. Financial management is good and is planned to meet the school's educational priorities and the needs of the school improvement plan. Resources have also been allocated to strengthen the school's senior management team and develop the co-ordinators' roles so that they become influential leaders in their area of responsibility. The key stage co-ordinators and those for subjects such as English, information and communication technology, music, art, design and technology and Religious Education all make a positive contribution to the school's success and development. Staff make good use of the administrative computer system for office and school purposes, for example, monitoring the use of the school's funds and tracking pupils' attainment and progress in the core subjects. The school makes good use of its grants and other funding to provide training, staff development and to support pupils with English as an additional language and those with special educational needs.
51. There are good internal procedures for monitoring teaching and learning. Currently, these rely mainly on the headteacher and the deputy headteacher, but, with the developing role of the subject co-ordinators, there are well-placed plans to broaden this. There is an effective induction programme for all teachers, both newly qualified and experienced, which includes observation and support for teaching, until the newcomer has become securely established. The staff are outward looking and draw on support from others, where it is apposite, for example, the Local Authority and a nearby Beacon School.
52. The school now has a full complement of appropriately trained and experienced teachers. They are well supported by effective learning support assistants, who make a strong, positive contribution to the pupils' progress. There have been staff recruitment difficulties during the last three years and this has undermined the school's ability to implement a few areas of its action plan effectively. This has particularly affected mathematics, where started action has not been followed through sufficiently to make an impact. All subjects, except geography, now have an allocated co-ordinator and a co-ordinator for geography has been identified for September 2002. The office and the other

non-classroom based staff all make a strong, positive contribution to the smooth and effective running of the school.

53. The accommodation is sufficient, with good-sized rooms in reception and Key Stage 1 and small teaching spaces in Key Stage 2. The use of these small spaces is well managed and does not impact negatively on the pupils' progress. Good displays of pupils' work create a stimulating environment, which has a positive impact on the pupils' attitudes to their learning. The outside space is small, with little grass, but well managed. The library is just adequate, as is the computer suite the school has recently created. As yet, the school does not have internet access and the full potential for the use of information technology in the curriculum has yet to be developed. The hall is large and provides good space for physical education and for assemblies.
54. Learning resources are adequate and appropriate, except for some small improvements needed in equipment for physical education, non-fiction books in English and access to the internet in information and communication technology. Resources are well used to support the pupils' learning. The school makes good use of visits and visitors to broaden the pupils' experiences. The ethnic diversity of the school is well used to extend the cultural awareness of all pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Governors and the headteacher should consider the following when planning for school improvement:

- i. improve standards in mathematics at Key Stage 2 by:
- ensuring that higher attaining pupils have sufficient access to work at the higher level 5;
Paragraphs 4, 17, 84
 - structuring the programme of work for the low attaining pupils so that they experience the success and develop the confidence they need to use and apply basic mathematical skills;
Paragraphs 4, 17, 84, 86
 - ensuring that low attaining pupils do enough work to form the appropriate learning objectives;
Paragraph 86
 - strengthening the support given to numeracy in the rest of the curriculum;
Paragraph 17
- ii. improve standards of the higher attaining pupils in science at both key stages by providing opportunities for them to expand and develop their answers and reasoning skills;
Paragraphs 3, 4, 20, 92
- iii. take effective steps to monitor and improve pupils' attendance and punctuality.
Paragraphs 12, 41

Other issues the school should consider when drawing up the action plan:

- iv. Complete the fulfilment of the statutory requirement for collective worship by including references to a deity and engaging in prayer.
Paragraph 47
- v. Improve the standards of the high attaining pupils in history and geography by ensuring they are challenged to compare and contrast as required by the higher level 5 in the two subjects.

Paragraphs 5, 20, 119, 120, 123, 125

- vi. Provide parents with specific information, which tells them about their children's progress and attainment and enables them to decide what, if anything, they wish to do to help their children.

Paragraphs 44, 45

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	35	18	1	0	0
Percentage	3	21	49	26	1	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 percentage point.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	197
Number of full-time pupils known to be eligible for free school meals	33

FTE means full-time equivalent.

Special educational needs	Y1– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	48

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	9
	Girls	14	15	15
	Total	24	26	24
Percentage of pupils at NC level 2 or above	School	92 (93)	100 (96)	92 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	9	11
	Girls	15	15	14
	Total	26	24	25
Percentage of pupils at NC level 2 or above	School	100 (96)	92 (93)	96 (93)
	National	85 (84)	89 (88)	89 (88)

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
	2001	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	10	8	11
	Total	20	17	21
Percentage of pupils at NC level 4 or above	School	74 (85)	63 (78)	78 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	10	9	10
	Total	19	18	20
Percentage of pupils at NC level 4 or above	School	70 (85)	69 (89)	74 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	15
Black – African heritage	7
Black – other	17
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	91
Any other minority ethnic group	30

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.1
Number of pupils per qualified teacher	19.5
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	136

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	588951
Total expenditure	593449
Expenditure per pupil	2968
Balance brought forward from previous year	39873
Balance carried forward to next year	35375

Recruitment of teachers

Number of teachers who left the school during the last two years	5.0
Number of teachers appointed to the school during the last two years	6.0
Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	43	3	0	0
My child is making good progress in school.	44	49	5	2	0
Behaviour in the school is good.	21	70	7	2	0
My child gets the right amount of work to do at home.	28	48	18	7	0
The teaching is good.	51	44	3	0	0
I am kept well informed about how my child is getting on.	34	51	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	33	3	0	0
The school expects my child to work hard and achieve his or her best.	41	49	8	2	0
The school works closely with parents.	39	44	11	0	3
The school is well led and managed.	41	48	7	2	3
The school is helping my child become mature and responsible.	33	61	5	0	2
The school provides an interesting range of activities outside lessons.	23	59	5	8	3

Other issues raised by parents

Some parents raised concerns about the way the use of the playground is managed.

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

55. The school has maintained the good provision in the Foundation Stage observed in the previous inspection. This provision is a strength of the school and the pupils make a good start to their education.
56. The pupils' attainment on entry to reception varies, but is below average, overall, compared with that found in four-years-old nationally. The pupils respond well to the consistently good, and at times very good, teaching and make good progress in all six areas of learning required by the Early Learning Goals. As a result, by the end of the reception year, some pupils exceed the Early Learning Goals, but most attain standards that are in line in all areas of learning, except in creative development where standards are above. Teaching and standards are broadly similar to those found at the last inspection.
57. The indoor accommodation is good and the curriculum is extended through the use of an outdoor area. The pupils make good progress in all areas of learning. This is through good teaching. The staff work well as a team. They plan together effectively, using national guidance and place appropriately strong emphasis on ways to improve the pupils' personal, social and emotional communication, language and literacy skills and their mathematical skills. They have a good grasp of how the pupils learn through play and provide the pupils with good first hand experiences. All resources are used effectively to promote learning. There is a good balance of staff-directed and children's self-chosen activities. This leads to all the pupils being purposefully involved in a calm and quiet learning atmosphere. The staff have a good understanding of the needs of the pupils who speak English as an additional language and use appropriate methods such as visual materials, modelling language and asking the pupils to repeat words and phrases. They use praise effectively to motivate the pupils. The pupils' progress is tracked through observations on focused activities that are recorded in each child's record book. On-going evaluation and assessment are used well to inform planning.
58. Parents are well informed about their children's progress and attainment in all six areas of learning through the termly meetings and the end of year reports.

Personal, social and emotional development

59. The pupils' personal, social and emotional development is given a high priority and is promoted at every opportunity. By the end of the reception year, most pupils are on course to attain the standards expected. The pupils quickly adapt to the routines of the day, make friends with other pupils and show confidence in the staff. They are encouraged to work co-operatively and take responsibility for themselves. The pupils are well motivated and apply themselves well to tasks, for example, when they paint or make clay models of fruit they observe when using the outdoor area. They help each other to tidy up at the end of the activities. The pupils are well behaved, they concentrate well and sit quietly when appropriate, for example during literacy and numeracy times, assembly times and singing sessions. They are learning to share the equipment fairly and wait for their turn to use books, the computer or have their turn on train tracks. The pupils are independent in their personal hygiene, put on their own coats for outdoor play and change for physical education lessons. The pupils have a clear understanding of the difference between right and wrong. They understand simple rules like not running indoors and are keen to abide by them. Pupils of all ethnic backgrounds play happily together.
60. The pupils are responsive to more formal structures and respond well to story, literacy and numeracy sessions. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate for increasing amounts of time. The good range of stimulating activities and good use of the outdoor area provide opportunities for them to make independent choices, select activities and engage in imaginative play.

61. The overall quality of teaching and learning in this area is good. The pupils achieve well because they are constantly encouraged to develop high levels of independence. All adults provide good role models and there are good relationships between adults and pupils. All of the pupils are treated with courtesy and respect and in turn learn to behave in the same way. They are provided with a secure, caring environment where they can flourish.

Communication, language and literacy

62. The pupils achieve well in this area of learning and, by the end of the reception year, most pupils meet the standards of the early learning goals. Most pupils speak confidently and have the expected listening skills. They enjoy listening to stories and take part in reading familiar phrases. Some higher attaining pupils are working within level 1 of the national curriculum. They are fluent readers of simple storybooks and they talk about the characters in the stories. Other pupils handle books correctly, use picture cues to tell a story and read familiar words in a text. They have the expected knowledge of letter sounds, which they use to help them with their reading. The pupils progress to writing simple sentences and use their phonic skills to spell simple words. They enjoy being 'authors' as they make their own books. Higher attaining pupils were writing sentences, using their phonic skills about the farmer duck story. The below average ability pupils were learning to match letter sounds through swap shop play activities. Average ability pupils were using props to act the story out, thus developing vocabulary and sequencing skills. Handwriting skills are consistently well taught and most pupils are able to form letters correctly.
63. The overall quality of teaching in this area is good. The teacher successfully introduces the pupils to the type of work recommended in the national literacy strategy. This contributes well to their learning. The systematic teaching of phonic skills helps the pupils with their reading and spelling. The pupils are given many opportunities to experiment and develop early writing skills in the well-resourced writing area. The pupils who have potential special educational needs and those who are learning English as an additional language are well supported in most activities.

Mathematical development

64. Most pupils are on course to reach the expectations of the early learning goals by the time they have completed the foundation stage. They count to 10 in a range of situations and higher attaining pupils count to 20 and beyond. They carry out simple addition and subtraction sums using numbers to 10 and are beginning to record their sums. In one lesson, the higher attaining pupils were adding 2 and 3 objects accurately with a given number. Good visual content, such as use of number line and frogs jumping helped the pupils to understand the concept of addition as counting on. The pupils are taught a good range of number songs and rhymes. This helps them to understand the concept of adding and taking away. When working with two-dimensional shapes, the pupils use mathematical language confidently. For example, they know that a triangle has three sides and three corners.
65. Mathematics is taught across the curriculum as well as in specific lessons. The quality of teaching and learning is good. All adults manage the pupils well and, as a result, behaviour is good. Good use is made of the national numeracy strategy as a basis of lessons. The teacher has good subject knowledge and plans well with clear learning objectives, which are shared with the pupils. In group work the pupils' needs are well targeted. The variety of teaching strategies employed engages the pupils' attention well and encourages enthusiastic responses to mathematics.

Knowledge and understanding of the world

66. Attainment of the majority is in line with the expected early learning goals by the end of the reception year. The pupils achieve well in this area of learning. They learn about the movement of pushing and pulling when they push cars and trains on the track and observe the rolling movements. They smell, touch and taste different types of bread and make snacks to eat. They design their sandwiches and discuss the ingredients. When using the computer, the pupils learn to manipulate the mouse to operate the programme on the screen. They learn about a variety of materials when using construction toys, sand, water and clay. They learn about their locality

through visits to the local shops and the local farm. The pupils learn about faiths and social customs through the celebration of Christmas, harvest and other festivals.

67. Teaching and learning are good. All adults support the pupils well in investigating their surroundings and encourage them to solve problems. The pupils who speak English as an additional language and who have special needs are well supported.

Physical development

68. By the end of the reception year, the pupils' physical development is appropriate for their age. There is good provision both indoors and outdoors for the pupils to develop their physical skills. The pupils show good awareness of space and control and enjoy the experiences. They have many opportunities to climb and balance. They use beams and benches safely to balance and are able to use the large apparatus to balance, climb up and get down safely. Most can handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. Many can control the computer mouse appropriately. Construction kits, puzzles, and cooking all give good opportunities to the pupils to use their hands carefully. Inside the class the pupils move confidently, negotiating their space.
69. Overall, the quality of teaching and learning is good. The staff provide a good range of materials to enable the pupils to make a creative response during their physical activities. They give the pupils regular access to well organised activities in the hall to further develop the skills gained.

Creative development

70. The pupils are offered a wide range of opportunities that stimulate their imagination and enable them to make good progress. The pupils' attainment in this area exceeds the early learning goals by the end of the reception year. They benefit from the specialist teaching in music and enjoy playing percussion instruments with piano accompaniment. They have good opportunities to choose different instruments, explore sound and compose and play their own music. In whole class sessions, they sing songs and action rhymes. The pupils know an appropriate range of nursery and action rhymes. The pupils use pencils, felt pens, crayons and paints confidently to present their ideas through drawing, painting and modelling. They are given many opportunities to experiment with a range of art materials and techniques when they weave, print, make collage pictures and make models with clay. In one lesson, the pupils were enjoying making a collage with brightly coloured materials and paper, and some were weaving. The pupils were observing fruits, such as oranges, apples, and pears, and were making models with clay. They play imaginatively with small toys in the class café, ordering and serving food.
71. The overall quality of teaching and learning is good. The pupils are given opportunities to experiment with materials and to make their own creative responses. Role-play activities allow the pupils to explore make-believe situations together as they pretend to eat in the café. Staff appropriately extend the pupils' learning through good questioning and give opportunities to find appropriate materials. The music specialist skilfully involves all the pupils in singing, playing instruments of their own choice and supporting the development of skills in composing their own music.

ENGLISH

72. The standards achieved by most pupils are in line with those expected nationally by age eleven and a good proportion of pupils are attaining at the higher level 5 by the end of Year 6. There are no significant gender or ethnic differences. The overall test results in 2001 were in line with the national average and above average when compared with similar schools. The results for this year are likely to be similar. By the end of Year 2, the majority of pupils attain standards in reading and writing that are in line with the national expectations. This shows a decline from the test results in 2001, when standards in reading were above and in writing well above the national average. This is because there are more pupils who have learning difficulties in the current cohort. The school missed its ambitious target for 2001 of 84% of pupils attaining a level 4 or better at the end of Year 6. The inspection evidence suggests it will be close to its target of 80% for 2002.

73. Since the inspection of 1997, the school's results at the end of both key stages show a decline. This is because of the increase in the number of pupils who have a special educational need and the high rate of pupil mobility, particularly in the Key Stage 2 classes. Overall, pupils' achievement is good, including pupils' who have special educational need and those who speak English as an additional language.
74. When they enter the school in Reception class, although the pupils' attainment in English varies considerably, overall attainment levels are below average. All pupils' needs are well addressed through the effective implementation of the Literacy Strategy and the good teaching. Pupils with special educational needs and those who learn English as an additional language make good progress towards the targets set for them.
75. Pupils' achievement in speaking and listening is good and they attain standards that are in line with the national expectations by the end of Year 2 and Year 6. Higher attaining pupils speak very confidently and at length. By the end of Year 2, the majority of pupils are able to express themselves clearly and have developed good listening skills. In all classes, pupils listen attentively and are keen to explain their work and ask and answer questions in lessons. They speak confidently, using appropriate expression. Between the ages of 7 and 11, good teaching successfully consolidates and extends pupils' vocabulary. Most pupils begin to use complex sentences when they explain their work and thinking. For example, when asked to discuss issues and argue the case in pairs and groups, pupils contributed well, listened to others' views and very patiently waited for their turn to speak. Not a single member of the group was seen to be interjecting inappropriately or not sharing time with others. During The Literacy Hour and other lessons, pupils listen to teachers' explanations and instructions well. They speak and listen well in plenary sessions.
76. Pupils achieve well and attain standards that are in line with the nationally expected levels in reading by the end of Year 2. Teachers teach letter sounds and blends well through direct teaching, and most pupils can tackle unfamiliar words confidently. The good use of additional staff to support pupils who speak English as an additional language and pupils with special needs has a positive impact on the development of pupils' reading. Very good use is made of 'big books' for class reading and pupils learn to read with good expression. Pupils regularly take books home to practise their reading with their parents. This contributes well to pupils' progress. By the end of Year 2, most pupils read fairly fluently and understand the text well and high attaining pupils discuss the characters and predict the story well. Nevertheless, because of a large number of pupils who have special educational needs, the overall attainment remains only in line with the national average.
77. By the time they reach the end of Year 6, pupils have made good progress in reading. The range of reading material used is appropriately extended and pupils choose their reading books independently. As they progress through the school, most pupils learn to skim and scan the text and make meaningful notes or retrieve information. They talk about their favourite authors and write book reviews explaining their likes and dislikes of characters and particular events in the texts. In a Year 6 reading session, pupils of all abilities were able to interpret the text well. The higher attaining pupils' reading skills are above the nationally expected levels. They identify the meaning beyond the literal and appreciate the subtleties in the text. Pupils have good opportunities to read aloud in literacy sessions, in groups and as a whole class. Guided reading sessions are well used to support the improvement of reading skills. In one Year 4 lesson, for example, pupils read aloud with confidence and good expression, while others followed the text appropriately. Pupils in both key stages have good opportunities to use the library to extend their reading skills. The number of fiction books in the library has been improved to meet the needs of the school. However, there are not enough non-fiction books or encyclopaedias to extend pupils' research skills. This is an area for further development.
78. Pupils' overall attainment levels in writing by the end of Year 2 are in line with the national average. Pupils successfully learn to form letters accurately and to match letters to sounds. Letter combinations and common spelling patterns are very well emphasised in teaching and, as a result, pupils begin to recognise and use them in their writing. By the end of Year 2, with good support from their teachers, pupils begin to think carefully about the overall structure of their writing, for example, the setting, the characters and the plot when writing stories. They write book

reviews in the form of letters to the authors detailing their likes and dislikes about the books. They describe the message in the book and use of describing words such 'happy' and 'sad' used by Jill Murphy or Anthony Browne. They write instructions, for example, on how to make sandwiches or how to make books. They write diaries and poems. Handwriting skills are taught daily in every class, linked to the phonemes being learnt. Most pupils' hand writing skills are developing well. They form letters correctly and write neatly and legibly. Year 2 pupils are learning joined script.

79. Attainment in writing by the end of Year 6, overall, is in line with the national average, with higher attaining pupils achieving Level 5, quite a few below average ability pupils Level 3 and pupils who have special educational need working at Level 2. Pupils' overall achievement is good. Pupils successfully learn to write for a range of purposes and audiences, using, for example, narrative and descriptive writing. They write biographies, autobiographies, reports and book reviews. Pupils use an appropriate range of punctuation and their spelling skills are good. In one very good Year 6 lesson, pupils were writing a 'Children's guide to the Horniman Museum'. Through discussion and writing the pupils showed a very good grasp of the need to adapt the style to suit the audience. Pupils' handwriting skills are satisfactory in most classes. Most pupils write neatly, clearly and legibly.
80. Teaching of literacy was seen in eleven lessons including some guided lessons. Overall, the quality of teaching in English was good, being good in eight and very good in three lessons. This good profile of English teaching promotes good learning over time. Teachers have a good knowledge and understanding of the National Literacy Strategy and use it effectively to teach English. They make sure pupils know what they are expected to learn and how this links to their previous learning. The teaching is well planned and there is a good balance of whole class, group and individual work. Good use of support staff and curriculum modification enables the full range of pupils with special educational needs to make good progress against prior learning. The National Literacy Strategy has enabled teachers to ensure that pupils learn to write for a variety of purposes and audiences. Good emphasis is given to developing and extending pupils' vocabulary, both in English lessons and in other subjects across the curriculum. In most instances, teachers successfully develop pupils' listening skills and improve their concentration through effective management of behaviour and ensuring that pupils are interested and motivated. A good feature of teaching is that pupils are asked to plan their work and jot down their ideas. This leads to good pace and productivity. In a Year 2 lesson, pupils were asked to jot down the character, setting and plot in their story planners before writing the story. This gave good opportunities for the pupils to clarify their thinking and for the teacher to assess the pupils' understanding.
81. Pupils have good attitudes to their learning. In all lessons, pupils were seen to concentrate well and persevere with their tasks. This creates an effective learning environment. All teachers give good support to pupils who have special educational needs. The specialist teacher gives very good support to pupils who speak English as an additional language and those who are on the early stages of learning. She keeps individual education plans, assesses their progress and modifies their targets regularly. This has a very positive impact on their learning. Additional staff are used well to support pupils in all literacy lessons and this results in good pupil achievement and progress. Teachers know their pupils well, assess their work thoroughly and set appropriate targets for individual pupils. These targets are shared with pupils and are reviewed termly to assess pupils' progress. The marking of pupils' work is good. Constructive comments give them suitable guidance on how to improve their work.
82. Literacy is used very effectively across the curriculum in subjects such as design and technology when pupils write instructions for designing and making for example, an envelope, a book or sandwich for the picnic. Pupils express their feelings and appraise music, they write about the Greeks in history and describe life in a locality in India in geography. The literacy is used effectively in religious education and science, for example, when pupils explain their scientific investigations and discuss religious beliefs.
83. The leadership and management of the subject are good. The school has given a high priority to the teaching of English. Both the Key Stage 1 and 2 English co-ordinators have made sure that all teachers have a good understanding of teaching English. This has had a positive impact on teaching and learning. The co-ordinators are aware of the strengths and weaknesses in teaching and learning and they take effective action for improvement. The monitoring of teaching and

learning is good and the co-ordinators work closely with colleagues and support them well. The procedures for assessing pupils' progress are good, the test results are effectively analysed and information is used to set targets for improving the overall provision. The funds available for the development of the subject have been wisely spent on purchasing fiction and non-fiction 'big books' and books for group reading and class reading areas. The co-ordinator has appropriately identified the need for more non-fiction to develop pupils' research skills further.

MATHEMATICS

84. The standards achieved in mathematics by 11 year olds in the National Curriculum tests in 2001 were below the national average when compared with all schools nationally and in line with the average of schools in similar contexts. The percentage of pupils who gained the expected level 4 was in line with the national average, but the percentage achieving the higher level 5 was low. Inspection evidence from the scrutiny of completed work showed that this is because the higher attaining pupils in Year 6 had not been given sufficient experience of work at level 5. Too many pupils, not all with specific special educational needs, gained the lower level 3. Test analysis and inspection evidence shows that this is because these pupils lack confidence in using and applying the basic skills. Standards in mathematics at Key Stage 2 are unsatisfactory. The school did not achieve its published target for 2001 for the percentage of pupils achieving level 4 and above in the end of Key Stage 2 national tests and it is unlikely so to do in 2002. This represents a decline in mathematics standards since the time of the last inspection.
85. Standards at the end of Key Stage 2 have fluctuated over the past four years. The impact on a small school of pupils leaving and joining part way through the key stage and the varying numbers of pupils with special educational needs in a particular year group make it difficult to identify a trend. More pupils leave and join the school than at the time of the last inspection and the number of pupils on the special educational needs register has increased significantly since that time. The attainment as pupils enter the school is lower than at the time of the last inspection and is below the national expectation. Nevertheless, the inspection evidence indicates that there is more the school could do through Key Stage 2 to bring about the needed improvements in developing the pupils' use of basic skills. The school has identified this itself and this already features as a key part of its future improvement plan. The school has also identified the need to pay greater attention to the potentially higher attaining pupils and the inspection evidence shows that standards are rising for these pupils, particularly in Years 3 and 4.
86. By the end of Year 6, the pupils have experienced the full range of the national curriculum. They understand the link between fractions and percentages and parts of a whole, can reflect simple shapes in a mirror line and can use the mode and range for a set of discrete data. Pupils receiving specific support for special educational needs make good progress. There is little difference between the progress of boys and girls and pupils with English as an additional language make the same progress as their peers. The lower attaining pupils do not have a good repertoire of basic skills upon which to draw when confronted with a problem. For example, when working with number machines, the Year 6 pupils knew what they had to do, but the lack of skill when working with the numbers caused their progress to slow. This had not been covered by the teacher in advance of the work, nor were they able to draw on an established repertoire of skills from their previous learning. The scrutiny of completed work shows that, too often, these pupils do not finish sufficient work and too much of what they do complete is unsuccessful. It also shows that, on occasions, teachers are not following the National Numeracy strategy recommendation that pupils in a particular year group should work with objectives from that year group, with appropriate adaptation to make the work accessible, but are selecting objectives from a previous year group.
87. The standards achieved in mathematics by the seven-year-old pupils in the National Curriculum tests in 2001 were below the national average when compared with all schools nationally and in line with the average of schools in similar contexts. A more in-depth analysis shows that the number of pupils achieving level 2 was in line with the national average, as was the number of pupils achieving level 3, but there were fewer pupils at the higher grades within level 2. This was to be expected from the intake. Standards at Key Stage 1 are satisfactory and represent good achievement for these pupils. To bring about further gains and to prepare pupils better for the challenge of Key Stage 2, the school has targeted an increase in the higher grades at level 2 as a component of its improvement plan. Changes in the potential ability, both mathematical and social, of the intake to the school have caused standards to fluctuate over the past four years. By the end of Key Stage 1, most pupils can add three small numbers together and the lower attainers can add 9 by adding 10 and subtracting 1. The higher attainers understand place value to 1000 and, with the aid of a number square, can add two large 2-digit numbers; some can do this mentally. Pupils receiving support for their special educational needs make good progress. There is little difference between the progress of boys and girls and pupils with English as an additional

- language make the same good progress as their peers. This represents maintenance of the standards and progress achieved at the time of the last inspection.
88. Teaching is satisfactory, overall, and good in Key Stage 1. The pupils are set for mathematics and teaching is guided by the framework from the National Numeracy Strategy. There are many good aspects to the Key Stage 2 teaching, all of which is satisfactory or good. Nevertheless, the satisfactory teaching is linked to the slower progress of the lower attaining pupils. This will need to be improved before teaching in Key Stage 2 can be judged as good, overall. This lack of overall progress stems from the school's curriculum provision, planning and scheme of work, rather than from weaknesses by specific teachers. Characteristics of the good teaching are careful preparation and work which is well matched to the pupils' needs. Lively presentation and good questioning skills are in keeping with the philosophy of the National Numeracy Strategy. This keeps all pupils involved, as in a mixed group of Year 1 and Year 2 pupils using number fans to give their answers to the addition of two numbers. A similar pace of learning was evident in a high achieving group of Year 4 pupils tackling work on the measurement of area using standard and non-standard units of measurement. The work of learning support assistants is well planned and they make a strong positive contribution to the progress of the pupils they help during all parts of the lesson. Generally, pupils have good attitudes to the subject, contribute willingly and work hard.
89. Subject leadership and management are satisfactory. The co-ordinator's action plan has identified all the issues which the school needs to improve. Teaching and pupil attainment in the subject are well monitored and the school has drawn on Local Authority advice to assist with its own internal audit. Some important tasks have already been started, for example, the creation of a whole school policy to ensure consistency of approach and expectation for the pupils' experience of number calculations. Work has begun on raising the confidence of the lower attaining pupils at Key Stage 2, but this has not been followed through. The school's scheme of work covers the full range of the National Curriculum and the length of lessons is in keeping with the national recommendations. Nevertheless, the overall time given to numeracy is in the lowest quartile of the nation's schools and numeracy is not as well supported through the rest of the curriculum as is literacy. This should be addressed as a matter of some urgency. Resources are adequate and they are well used in lessons. Accommodation is satisfactory and the school is beginning to make positive use of the new computer suite to aid pupils' learning in mathematics.

SCIENCE

90. There are no National Curriculum tests for pupils at the end of Year 2. However, the teacher assessments for pupils in Year 2 in 2001 indicated that the proportion of pupils achieving the expected level was above the average for all schools nationally and above the average for schools in similar contexts. The proportion of pupils achieving the higher level was below the average for schools nationally and below the average for similar schools.
91. In the 2001 national tests for Year 6 pupils, the proportion of pupils achieving the expected level was below the average for schools nationally. The proportion of pupils achieving the expected level was below when compared with the attainment of pupils from schools in a similar context. The percentage of pupils achieving the higher level was below the national average and below the average for similar schools. Progress over time since the previous inspection is satisfactory. However, factors such as the proportion of pupils with special educational needs in Year 6 in 2001 had an adverse effect on results.
92. The standards observed during the inspection show that pupils make satisfactory progress through the school. Pupils' attainment by the end of Year 2 and the end of Year 6 is in line with national expectations. A significant minority of pupils achieve standards which are well above national expectations. The quantity and quality of work in pupil's books and folders also shows improvement with age. Under supervision, pupils can carry out scientific work with understanding at the expected level. However, the worksheet format that many classes use limits the opportunities for more able pupils to extend and develop their work to the higher levels.
93. By the end of Year 2, pupils are able to carry out simple investigations and record information. They learn about the features of living and non-living things and about nature and change. Many pupils are able to make and test simple electric circuits. They make accurate observations about a variety of materials and learn about their properties. They are introduced to changes in states of

matter and to simple forces. Pupils in a Year 2 class were seen studying the life cycle of a flowering plant. Pupils can describe accurately the five stages in the life cycle of the plant and can identify leaf, stem, flower and root.

94. By the end of Year 6 pupils are introduced to life processes, including humans as organisms. Pupils in a Year 6 class discussed the effects that drugs, both useful and harmful, would have on the human body. This work was effectively linked to pupils' studies in personal, health, and social education. They know about materials and their properties, how materials change and separating mixtures of materials. They extend their earlier knowledge of electricity. They study forces, light, sound and the earth and space. Pupils in a Year 3 class showed good knowledge of the formation of rocks and were able to identify igneous, metamorphic and sedimentary. They tested rock samples by using a scratch test to measure hardness, were able to draw conclusions and decide if they had used a scientifically "fair test". Pupils in a Year 5 class showed an awareness of the respiratory system and the role it plays in supplying oxygen to body cells. The breadth of work covered in science throughout the school is good.
95. The level of pupil mobility in the school at Key Stage 2 results in many pupils not having the previous experience, knowledge and skills on which to build their scientific understanding. Pupils with special educational needs and those with English as an additional language made good progress due to the support that is given to them.
96. The quality of teaching in the lessons seen during the inspection ranged from satisfactory to very good and was good, overall. Where teaching is good or very good, teachers have good subject knowledge and understanding of the subject, high expectations of the pupils and effective teaching methods. They outline the purpose and aims of the lessons clearly and encourage pupils to work independently, giving support where appropriate. Teachers show good behaviour management and address safety aspects carefully. Pupils are keen to acquire new skills and understanding, responding positively to lessons which teachers match carefully to their ability.
97. Lesson planning is good. Teachers' plans meet the different needs of pupils, in that they take into account the requirements of all pupils, including those with special educational needs and pupils with English as an additional language. Teachers' make the learning objective of the lesson clear at the start of the lesson and assess how well pupils' are learning as the lesson progresses. Teachers demonstrate a good understanding of science and encourage their pupils to use the correct scientific vocabulary. In the most effective lessons, teachers' use homework regularly to reinforce the learning that has taken place in class. Work is marked regularly and, in the best examples, a constructive comment is made which enables pupils to further improve their work. The use of assessment to plan future lessons effectively is an area for development.
98. Lessons are good, teachers use investigative approaches well to make sure that pupils understand scientific method, how to analyse their results and draw conclusions. Teachers' use effective questioning techniques that show they have high expectations of pupils' thinking. These are used at the beginning and end of lessons in order to revise and consolidate previous learning and as a means of ongoing assessment. In the most effective lessons, teachers relate their science teaching to everyday situations that have relevance to their pupils.
99. Teachers provide useful opportunities for pupils to write and record during science lessons. Pupils are encouraged to predict and give reasons for their answers, for example, in a Year 6 lesson in which pupils predicted which materials would make the best insulators of sound before carrying out a "fair test" to check their predictions. Standards of presentation of pupils' work are satisfactory, but are often restricted to the completion of worksheets. Pupils' work contains examples of the full range of the national curriculum for science.
100. Pupils' attitudes to science are positive. Standards of behaviour are generally good and the ability of pupils to work co-operatively together is good.
101. Pupils with special educational needs and those with English as an additional language make satisfactory progress in science due to the effective support they receive from the learning support teachers and classroom assistants. This enables them to acquire the oral and writing skills they

require in order to express their scientific ideas and understanding. Therefore, their progress is good.

102. The management of the subject is good. The co-ordinator, who is new to her post, has clear ideas of how the subject should be developed and is able to offer other teachers help and guidance. However, monitoring of teaching is needed to ensure that the curriculum is matched to the pupils' needs, that assessments, including national curriculum levels, are accurate, and that appropriate targets are being set for each pupil. The curriculum for science is sufficiently broad and balanced and meets statutory requirements. Curriculum planning is good and assessment satisfactory, providing the framework which supports continuous and progressive learning. Information and communication technology is used satisfactorily to support the subject. All staff share the commitment to raise standards in the subject.
103. The accommodation for pupils up to the end of Year 2 is satisfactory, but for pupils in Years 3-6 is very cramped. This severely restricts space for experimental and investigative work. Resources are satisfactory, well used and carefully managed.

ART AND DESIGN

104. The provision for pupils' development in art and design is good. Pupils' achievement is good and they attain standards that are above the nationally expected levels. The standards have been maintained since the previous inspection. Progress in art and design throughout the school is good. Pupils who have special educational needs and those who are learning English as an additional language make good progress and achieve well, relative to their previous attainment.
105. By the end of Year 2 and Year 6, most pupils attain standards that are above the national expectations. Pupils, including those with special educational needs and those who speak English as an additional language make good progress from their individual starting points as they move up through the key stages. The wide range of imaginative and colourful displays in the classrooms and around the school celebrates pupils' achievement and demonstrates that pupils achieve well in the subject.
106. Pupils' skills and understanding of different techniques and use of a variety of media are systematically developed as they move through the school. In Years 1 and 2, pupils experience a range of activities and media enabling them to explore colour, shape, and texture. They are good in using a range of techniques in both two- and three- dimensional works. They use clay to make models. They are introduced to paint, brush, crayon, chalk, charcoal and learn good control. Year 2 pupils were using a variety of colours and materials to produce collages inspired by the work of Cezanne. They use techniques of crumpling, tearing and overlapping and follow their designs to create images. Pupils had painted a picture of 'storm at sea' mixing colours based on the style of Turner. Art is used to support work across the curriculum, for example when they illustrate their stories.
107. Pupils continue to make good progress throughout Years 3 to 6 because teachers have good subject knowledge. Pupils increase their competence in the use of a variety of techniques and media. They explore textile work when they use 'batik' technique for their pictures. Pupils in Year 6 show good awareness of form, texture, structure, tone and shade when they paint their portraits. Art and design makes a good contribution to their history topics. Pupils gain good knowledge and understanding of Ancient Greece and Egyptians when they make artefacts used in those times with effective results. The progress of pupils with special educational need and those who speak English as an additional language is also good. All pupils are fully included in lessons and are able to express themselves in a variety of differing media. Pupils learn to appraise the style of famous artists and paint in their styles. Year 5 pupils were learning about Mondrian's life and style of painting. They showed good understanding of the painter's style when they painted their pictures, keeping the key elements of straight lines of variable spacing and thickness and using only primary colours.
108. Visits to various art galleries and museums further extend pupils' knowledge and understanding of the art world. An after school club supports the development of pupils' skills in art and design well.

109. Overall, the quality of teaching is good in both key stages with high expectations for all pupils. As a result, all pupils' achievement and attainment are good. Teachers' planning is consistently good and they have clear learning objectives that they share with their pupils. Teachers' own knowledge and understanding of the subject is good and they demonstrate the techniques well. In a Year 6 lesson, the teacher demonstrated how to paint their portraits and the pupils successfully completed their tasks. There are links to history, geography, design and technology and mathematics. Pupils are given opportunities to work in the style of famous artists. They use sketchbooks to plan their designs for sewing, weaving, collage and 'batik' work. They use the computer to design their own school brochures. Pupils produce three-dimensional work such as 'papier-mâché', clay modelling and make models using wire and 'mod roc'. Pupils evaluate and develop work by comparing the ideas, methods and approaches they have used with those used by other pupils.
110. The leadership and management of the subject are good. The school has implemented a scheme of work that meets the National Curriculum requirements. Pupils' work is well displayed and celebrates their artistic success. The co-ordinator has not been able to monitor the quality of teaching and learning, but keeps a close eye on standards through observing pupils' work on display and the work in their folders. The school has good resources that are used well. Assessments are made at the end of lessons and are shared verbally, but are not yet recorded. The development of assessment procedures has been identified as a priority by the co-ordinator.

DESIGN AND TECHNOLOGY

111. During the inspection no teaching of Design and Technology was seen. Judgements could, however, be made about the quality of teaching and of pupil progress through a study of pupils' work.
112. These show that, overall, standards are good. Pupils' attainment by the end of Year 2 and by the end of Year 6 is above national expectations. This is an improvement since the last inspection.
113. The school has adopted a nationally approved scheme and guidance on skills development has been provided by the subject co-ordinator.
114. The scrutiny of work showed that by the end of Year 2 pupils had made envelopes and luggage labels, constructing their own nets. It also demonstrated their ability to make a slide mechanism and to construct a turning mechanism to show the life cycle of a frog. By the end of Year 6 pupils have made pop-up books, made a lever mechanism and slider mechanism. Designs for Advent windows and moving Easter cards together with designs for a working torch in Year 4 and shoe designs in Year 6 made links with other subjects. Pupils are encouraged to evaluate their designs and make any necessary modifications.
115. The teaching of the subject is good throughout the school. There is good planning and organisation, particularly within the limited space. Teachers support each other in their work and they encourage pupils to think for themselves and build up their confidence.
116. Pupils of all abilities make good progress and are enthusiastic about their work. The work is planned to meet the needs of all pupils and the curriculum satisfactorily provides for those pupils with special educational needs and for those with English as an additional language.
117. The subject is well co-ordinated and there are suitable plans for its further development. Accommodation for the subject up to the end of Year 2 is satisfactory, but in Years 3-6 it is very restricted. Resources for the subject are good.

GEOGRAPHY

118. There was no teaching of geography in Years 5 and 6 during the inspection period. Judgements are based on observation of pupils at work in the other classes and a careful scrutiny of the older pupils topic work files.

119. Pupils' standards at the end of both key stages are in line with the national expectations of the subject. This represents maintenance of the good teaching and progress identified in the last inspection, with the exception of the upper ability Year 6 pupils, who are not given enough experience of the development of the higher level geographical skills prescribed by the national curriculum.
120. By the end of Year 2, pupils know that there are distant lands. Year 1 pupils can talk with understanding about how bananas get to the UK from St Lucia, and the fact that St Lucia has 'more sun and more rain than we do'. Year 2 pupils are able to complete a map of the Island of Struay, using a key to put in the important features. The more able can compare Island life to their own locality, noting, for example that both have a pillar box. In the older years geography is taught through researched topic work. By the end of Year 6, they all have good knowledge and sound basic skills. For example, they can compare, in an elementary way, life in the Indian village of Chembokali with life in an English village; they understand that water is needed for settlement and height for safety and they can use symbols on a map. Evidence from the scrutiny of work shows that all pupils, including those with English as an additional language and those with special educational needs, demonstrate good research skills and their finished work shows high achievement, with good use of literacy skills in their freely written descriptions. The higher attaining pupils are given insufficient challenge and opportunity to compare and contrast the ways in which human activities affect the environment and the different views that people might hold about the changes which occur as a result. Their progress is not what it should be.
121. Overall, teaching is satisfactory with good teaching at Key Stage 1. Planning is thorough, with clear objectives. Teachers use the school's resources well to capture the pupils' interest, with lively question and answer sessions designed to stimulate their thinking. Most pupils respond well to this, working with application and making good progress with their learning, as in a Year 1 class, where, at the end of the day, pupils waiting for their carers were able to recount, in detail, what they had previously learnt about the journey of a banana from St Lucia to the UK. In one Year 4 class, the behaviour of a small group of pupils became unacceptable, leading to a decline in learning for the whole class.
122. Considerable staff changes and recruitment difficulties mean that the subject has recently been without a co-ordinator. Teachers' marking helps pupils know what to do next, but the pupils' progress and attainment in the subject are not formally assessed. The school has identified a member of staff who will assume the co-ordinator's role from September 2002. Good use is made of external visits to broaden the curriculum.

HISTORY

123. Pupils' standards at the end of both key stages are in line with the national expectations for the subject. This represents maintenance of the good teaching and progress identified in the last inspection, with the exception of the upper ability Year 6 pupils, who are not given enough experience of the development of the higher level historical skills prescribed by the national curriculum.
124. Through Key Stage 1 the pupils develop a sense of the past, so that, by the end of the key stage, they are beginning to understand how aspects of life change with time. The higher attaining pupils can describe how washing clothes has developed from the simple washing by hand practised by our forefathers to today's automatic washing machine. All pupils, boys and girls, know and can talk about the change in the way food is sold, from the street traders of Victorian days to the supermarkets of today. Pupils with special educational needs are well supported and make good progress. Pupils with English as an additional language make the same progress as their peers.
125. In Key Stage 2, history is taught through extended topic work. All pupils, including those with English as an additional language and those with special educational needs, demonstrate good research skills and their finished work is of a high quality, with good use of literacy skills to summarise their research findings, for example, some highly perceptive writing on 'A day in the life of a Greek slave'. By the end of Year 6 they all have a sound understanding of historical facts, for example about ancient Greek life and culture. The progress of the higher attaining pupils is hindered, because they are not challenged sufficiently to compare and contrast the ways in which

events, people and changes have been interpreted and how these have impacted on the present day as a result.

126. Teaching is good at both key stages. Lessons are carefully planned and teachers' clear grasp of the subject enables stimulating and challenging lesson introductions for the pupils. This, combined with good classroom management, creates an environment where the pupils respond positively, work co-operatively and with sustained interest and good achievement. Because of this, Year 2 pupils were able to write a detailed and imaginative 'cry' for a Victorian street trader and Year 6 pupils were able to interview the assistant director of the local Horniman museum and interrogate old and new photographs to identify how the museum had changed over time.
127. Leadership for the subject is satisfactory, with a clear action plan for the co-ordinator. Teachers' marking is helpful in identifying what the pupils should do to improve, but the pupils' progress and attainment in the subject are not formally assessed. The school has identified the need to rectify this as part of the co-ordinator's action plan. The current scheme will need reviewing to extend the higher attaining Year 6 pupils. Accommodation and resources are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards in information and communication technology (ICT) are satisfactory. During the inspection, pupils were seen to attain standards that are in line with the national expectation with an example in Year 4 of pupils attaining levels above national expectation. All pupils in Year 1 were able to use "paint" to draw a plate and "pencil" to draw a meal on the plate, colouring the meal using "fill", "paint" or "spray". Pupils in Year 4 used "Logo" to draw a square changing pen-size and colour. Two pupils showed the ability to work at a higher level by drawing other quadrilaterals. Year 5 pupils showed the ability to add new information to a data file that they had compiled on their class, while pupils in Year 6 were able to incorporate images they obtained when using a digital camera to record a recent visit to the nearby Horniman Museum.
129. The development of an ICT suite that is used regularly by all pupils has resulted in all pupils becoming very familiar with computers and their uses. The suite also enables teachers to demonstrate computing skills and the uses to which computers can be put to whole class groups. The space occupied by the ICT suite is very restricted which causes problems with whole class groups with two pupils sharing a computer. It was noticeable that when the class was split so that one pupil used the computer while the other half of the class carried out a related activity, noise levels were much lower and the pace of working much faster. The school would benefit from some technical support, as, during the inspection, teachers often had to cope with computers which were not functioning properly. The teaching of both numeracy and literacy and other subjects is now being effectively supported by the use of ICT.
130. The teaching of ICT is never less than satisfactory. Teachers have satisfactory knowledge of the subject that enables them to maintain a brisk pace and effective challenge in their lessons. They have appropriate expectations of their pupils that they convey through clear learning objectives.
131. Pupils are well motivated and show a willingness and enthusiasm to succeed. Pupils make satisfactory progress during lessons, building on previously learned skills. Not all pupils have the opportunities to develop these skills at home, which makes the school's provision all the more important. Pupils work well in pairs, supporting each other's learning. There is no difference in the attainment of boys or girls. Pupils with special educational needs and those with English as an additional language make good progress, due to the effective support they receive.
132. The continued use of ICT in the classroom gives pupils opportunities to practise the skills they acquire in ICT lessons and to support learning in other subjects. An extra-curricular club for pupils to practise their ICT skills is popular and well supported. The reinforcement and practice of skills makes a positive impact on the pupils' progress.
133. Pupils will soon have access to the Internet and e-mail. This will greatly increase their ability to use information and communication technology to access information for a variety of subjects and to use e-mail as a form of communication. It will give them the full range of ICT experiences.

134. The co-ordination of the subject is good. During the time the co-ordinator has been in post, she has used her expertise to give advice and guidance to other staff. The co-ordinator has a very clear idea of the educational direction for the subject. All staff share her enthusiasm for the subject and commitment to its improvement. The need for additional training for the staff to enable them to teach all aspects of the curriculum is recognised and forms part of the development plan for the subject.

MUSIC

135. Music is the strength of the school. The very good and sometimes excellent teaching of the music specialist gives pupils a very good start in singing, composing, playing and appraising music. As a result, pupils' attainment is well above national expectations for seven and eleven year-olds and their achievement is very good. All pupils, including those who have special educational needs and those who are learning English as an additional language take full part and achieve very well. This represents an improvement from the previous inspection when standards were above the national expectations at age seven and eleven.
136. Throughout the school, the standards of singing are very good. Pupils sing enthusiastically, with clear diction, phrasing and dynamics, with the music specialist accompanying on the piano. In a Key Stage 2 assembly, pupils sang songs effectively and melodiously from memory. The songs were demanding in language, phrasing, tempo and pitch. The music specialist had written all the songs and some were specially written for their history topic on Greek Civilisation. Years 1 and 2 sang in tune, showing good control and awareness of pitch and rhythm. However, their skills in remembering the words of the songs are not yet well developed.
137. Pupils play a range of tuned and untuned instruments with an appreciation of rhythm, pitch and other characteristics of sound from a very early age. Five and six year old pupils compose music, remember their compositions and combine with others effectively to make a melody. By the time they reach Year 2, pupils have very well developed aural skills. They play the music composed in the previous lessons from memory, adding the newly created pieces. They play in sequence, go back, change and modify to create better results. They have many opportunities to choose and change their percussion instruments, express likes and dislikes and change their creations. Pupils have many opportunities to listen to the music of famous composers of Western, Indian and West African cultures and record their feelings in their music appreciation books. One Year 2 pupil after listening to a piece of music writes, 'The music was like a stream running down a forest. It is shaky and bumpy. Snakes hissing in the forest. I imagine there were dolphins and starfish. It was fast and slow. My dad would have liked it'. Pupils' achievement is very good.
138. By the end of Year 6, pupils have very well developed skills in composing, playing and appraising music. They know the value of different notations and read music very well when they play instruments such as saxophones, flutes, clarinets and recorders. Year 6 pupils composed music in relation to their science topic of 'heart'. They suggested ways of composing the heart beat, listening to each other's ideas, playing, changing, modifying and playing again, thus creating very good quality of composition. Then they proceeded from heart pumping to blood flowing in the body. By the end of the half an hour session, they had created an excellent piece of music that they played very competently. Pupils do not have many opportunities to write down their compositions as the practical work is of a high standard and they do not have the ability to write down such complicated pieces using musical notations.
139. Pupils have very good attitudes to learning. They respond very well to music and enjoy the sessions. They have very well developed listening skills and are very keen to learn and they concentrate very well. They enjoy playing in lessons and in productions. They perform with confidence in class lessons as well as in public.
140. Overall, the quality of teaching observed in the lessons with the music specialist was always very good and sometimes excellent. As a result, pupils' achievement is very good. However, teaching by other staff is not as good. The specialist has a very good knowledge and understanding of pupils' work. He has very high expectations and, as a result, pupils of all abilities and backgrounds are very well challenged and respond very positively to the teaching. The specialist has a very good subject knowledge and enthusiastically imparts this to his pupils. He listens to

pupils and very discreetly suggests improvements. Pupils are given opportunities to take part in concerts and write, compose and play in school productions. The school has produced a CD of pupils' songs and many videos of excellent school productions further demonstrate the results of very good teaching.

141. The music specialist provides very good leadership and management. He works only for 0.3 full time equivalent, but his enthusiasm and teaching skills have made music the heart and soul of the school. He supports teachers very well, but does not yet have time to monitor their teaching to improve their skills. The school has good resources that are used very effectively and are well maintained.
142. The school rightly takes pride in the school productions held each year and in other celebrations of festivals. Most of the productions involve the whole school with a very good blend of music, art and design, drama and dance. These performances include high quality of musical contributions from pupils of all ages. Currently, the school is planning the production of 'Jason of the Argonauts'.

PHYSICAL EDUCATION

143. Standards in physical education are satisfactory and have been maintained since the last inspection. The only aspects of physical education seen during the inspection were games, gymnastics and dance. All pupils make satisfactory progress.
144. Pupils up to the end of Year 2 are able to follow instructions carefully, take turns, agree simple rules and use space with increasing confidence. They are able to run, skip and hop. They are also able to work well together in pairs or in small groups. In gymnastics, they are able to plan and perform simple sequences of movement. This was seen clearly in a Year 1 lesson in which pupils performed a variety of balances before putting them into a sequence.
145. Pupils in Key Stage 2 have good opportunities to play football, cricket, rounders, tennis and basketball and understand the principles and rules of team games. Pupils in Years 3,4 and 5 receive swimming instruction at a local pool. A Year 4 dance lesson involved pupils interpreting land journeys, using machines. Pupils showed a good awareness of space and co-ordinating their movements with a partner.
146. All pupils took part in an effective warm up activity before the lesson and a similar activity to conclude the lesson. Pupils showed a positive attitude towards the activities and behaviour was satisfactory throughout.
147. Pupils in Year 6 enjoyed a games session, learning the skills associated with the game of rounders. Having practised throwing and catching skills, pupils showed the ability to co-operate as a team. The teaching and pupil learning during this lesson were good, due to a good level of subject expertise and high expectations of pupils. Pupils were set challenging activities to which they responded with enthusiasm. Pupils of all abilities, including those with special educational needs and those with English as an additional language, were fully involved and appropriately challenged.
148. The quality of the teaching in lessons observed was never less than good, but more could have been done in some lessons to help pupils evaluate and improve their skills. The good teaching seen was due to secure subject knowledge and clear expectations of pupils. Teachers manage resources well with due consideration to safety. They are supportive, encouraging and recognise good efforts by pupils. Planning shows clear learning objectives. Planning is thorough, with long term planning ensuring that a balance of skills is delivered in all aspects of the physical education curriculum.
149. Most pupils respond positively to PE. They listen to instructions, handle equipment safely and aim to improve their performance. They work well together and individually. Older pupils participate keenly in team games and appreciate the efforts and achievements of other pupils. As a result of the support they receive, pupils with special educational needs and those with English as an additional language make similar progress to the other pupils.
150. The co-ordination of the subject is satisfactory. The co-ordinator has clear ideas on the development of the subject. Health and safety are well considered and all staff handle equipment appropriately. The co-ordinator is able to monitor the subject regularly and give support to other teachers. The school has satisfactory resources for physical education, which are well stored and maintained. There are insufficient floor mats and too many pupils are inactive when using them in gymnastics.

RELIGIOUS EDUCATION

151. By the ages of seven and eleven, pupils achieve standards, which are in line with the expectations of the Locally Agreed Syllabus. This is an improvement since the last inspection, when standards at eleven were judged to be unsatisfactory.
152. By the end of Year 2, pupils are able to explain the importance of sharing that is associated with the Jewish Shabbat meal, understand the Christian perception of creation and reflect on the beauty of our world and what might happen to it if we do not look after it. Their perception and

understanding of other faiths is developed further throughout Key Stage 2, as is their sensitivity to others and their ability to reflect about issues and express feelings, both orally and in written work. By the end of Year 6, for example, they are able to compare themes from the Muslim tradition and match them to the five pillars of Islam or teachings from the Qur'an. They are developing insight into the feelings of those affected by suffering in their lives today and are able to relate this to the experiences of Prince Gautama.

153. Teaching is satisfactory, overall, with good teaching at Key Stage 1 and a range from good to unsatisfactory at Key Stage 2. As a result, pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. One of the key qualities of the good teaching is careful planning, good subject knowledge and high expectations, which create an environment where pupils behave well, work hard, listen to each other with respect and are prepared to share their feelings thoughtfully and perceptively; for example in a Year 4 lesson, where pupils used words like 'sacrifice' and 'understanding the circumstances of others' when discussing the concept of fasting. Work is well adapted to enable the pupils with special educational needs to participate fully in the lesson and make the same progress as their peers. In all these lessons, both boys and girls, from all ethnic groups, had good attitudes and made good progress. Pupils with English as an additional language make the same progress as their peers. In one Year 6 lesson, a group of boys slowed the lesson with inappropriate attitudes and behaviour. This was not well managed and progress of all the pupils' was not as it should have been.
154. Teachers plan in accordance with the guidance from the Locally Agreed Syllabus, and its scheme of work. The development of personal reflection and high moral values are an integral part of the school's aims and the Religious education programme positively promotes this in the life of the school. Leadership and management of the subject are good. The subject is much improved since the last inspection, with a stronger Key Stage 2 programme and good displays in the school. The co-ordinator monitors her colleagues' planning, but, as yet, pupils' progress and attainment in the subject are not formally assessed. However, this features as an identified part of the co-ordinator's action plan for the end of the year. Accommodation is satisfactory at both key stages, and resources, which include artefacts, books and resource boxes, are adequate. These resources are well used to promote the pupils' learning.