

# INSPECTION REPORT

**OUR LADY AND ST. PHILIP NERI SCHOOL**

Sydenham

LEA area: Lewisham

Unique reference number: 100732

Headteacher: Roger Sullivan

Reporting inspector: Jacqueline Ikin  
3349

Dates of inspection: 8 - 11 October 2001

Inspection number: 197074

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	208 Sydenham Road Sydenham London
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Telephone number:	0208 778 4386
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Appropriate authority:	The governing body
Name of chair of governors:	Fr A J Cridland
Date of previous inspection:	17 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3349	Jacqueline Ikin	Registered inspector	English Children in the Foundation Stage	How high are standards? a) The school's results and achievements How well are pupils taught? How well the school is led and managed? What the school should do to improve further.
9334	Jenny Mynett	Lay inspector		How high are standards? b) Pupils' attitudes values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
8056	Howard Probert	Team inspector	Science Music Physical education Special educational needs	
15236	Morag Thorpe	Team inspector	Mathematics Art and design Design technology	
15023	Ali Haouas	Team inspector	Information and communication technology History Geography English as an additional language Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM</b>	<b>29</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Our Lady and St. Philip Neri Roman Catholic School has 293 full time pupils aged 4-11 on roll in the main school and 43 part time pupils aged 3-4 in the nursery. It is a popular school, with parents from the two parishes local to Sydenham choosing to send their children to the school because of its Catholic nature and the high standards it achieves. The school operates on a split site with the nursery and infant departments being in an annexe approximately one mile from the main school. The children are organised into 10 classes according to age. This includes three mixed age classes. Of the pupils who are of compulsory school age 38 per cent are white UK heritage, 15 per cent white European, 7 per cent are Black Caribbean, 11 per cent are Black African, 11 per cent are from other black ethnic backgrounds. Three pupils are refugees from Kosova. There are 83 pupils who speak English as an additional language (EAL), thirty of whom are supported through the Ethnic Minorities Achievement Grant. About 16% of pupils are entitled to free school meals, which is close to the national average. There are 52 pupils on the school's register of special educational needs of which four pupils have statements. This is lower than the national average.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with a strong Catholic ethos, which pervades every aspect of school life.

The school benefits from the very good leadership of the headteacher. High personal and social values underpin a well- established work ethic. Pupils make good progress and achieve high standards because of this and the good teaching they receive. The school gives very good value for money.

#### **What the school does well**

- There is excellent provision overall for the personal, spiritual, moral, social and cultural development of pupils and as a result behaviour is exemplary, relationships are excellent and the school works as a harmonious community in which all are included and valued.
- High standards are achieved in English, science, history, art and singing as a result of the mainly good, and often very good, teaching that they receive, and the positive attitudes that that pupils have to their work.
- The leadership and management of the school are very good and as a result the school has a clear sense of educational purpose and direction.
- Pupils have excellent attitudes both to school and to their learning. They are well motivated and work hard and, as a result achieve their best.
- The care that the school provides for pupils is very good. Pupils are very well supported and encouraged to develop their individuality. This helps develop pupils' self-esteem and confidence in their work.
- The curriculum is enriched by the range of links the school maintains with the community particularly with the church community, which has a strong presence and impact in the school.
- The school's partnership with parents is very good, and parents have very positive views about the school.

#### **What could be improved**

- Although the school makes good use overall of its buildings, the accommodation has many shortcomings, including the lack of an outdoor play area for pupils in reception.
- The consistency of the use made of assessment to inform planning.
- There is scope to extend the links and induction procedures between the two sites.

*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 inspected in 1997 and since then its improvement has been very good. Standards in English, science, music, art, history and information communication technology have all improved. There has also been improvement in the provision for physical education. All the weaknesses

mentioned in the last report have been addressed. The quality of teaching has also improved, with no teaching judged to be unsatisfactory in this inspection. This has had a significant impact on improvements in the quality of learning and standards being achieved. The school has made very good use of local education authority expertise and this has been a significant factor in the improvements that have been made.

## STANDARDS

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

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

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

The table shows that the school has maintained standards in English, which are well above average when compared to the national average and the average of similar schools, for the past three years. The 2001 National Curriculum test results for mathematics for the end of Year 6 have improved and are well above the national average and the average for similar schools. Results in science are also well above average when compared to national results and the results of similar schools. Inspection findings broadly reflect test results. Overall standards in English by the end of Year 6 are well above average, in science they are above average and in mathematics they are average. The school's results in the national tests for seven-year-olds in the year 2001 were well above average both nationally and when compared to similar schools. Results for writing were above average, when compared with national results and those of similar schools. The results 2001 National Curriculum tests for seven-year-old pupils in mathematics were below average compared to schools nationally and in comparison with similar schools. The results of teacher assessment in science at the end of Year 2 show that standards are above the national average. Inspection findings are that overall standards in English and mathematics are above average by the end of Year 2, and in science they are above average. Standards in art, history and singing are above national expectations throughout the school. In information communication technology (ICT), standards are in line with those expected at the end of Year 2, and above those expected for their age at the end of Year 6. Standards in physical education, design technology and geography are average. Pupils with special educational needs make very good progress with many attaining standards that are in line with those expected for their age. The majority of pupils with English as an additional language make good progress and attain standards in line with their capabilities. Able and gifted pupils make good progress and achieve above average standards. There is no significant variation between the attainment of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are excellent. They speak in glowing terms about the school, are highly motivated and contribute eagerly to all aspects of school life.
Behaviour, in and out of classrooms	The standards of behaviour in the school are exemplary.



Personal development and relationships	The personal development of pupils is very good and their social development is excellent. Relationships in the school are excellent, both between staff and pupils, and amongst the pupils themselves.
Attendance	Attendance levels in the school are good. Pupils generally arrive promptly at school and lessons start on time.

## TEACHING AND LEARNING

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

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

The quality of teaching in English, mathematics and science is good throughout the school. The basic skills of literacy and numeracy are taught effectively and national strategies have been implemented well. The good teaching in nursery and reception classes enables children to make a good start in school. Phase co-ordinators take a major role in planning to ensure that equality of access to the curriculum is secure in the event of staff changes. There are good assessment procedures and teachers know their pupils well. However, there is scope to ensure that assessment of previous work is used more consistently to inform planning. Teaching meets the needs of the majority of pupils. Pupils with special educational needs are taught well so that their needs are met. Pupils with English as an additional language have good access to the curriculum and receive good support.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good. Children benefit from a very good range of learning opportunities in the nursery and reception class. In Years 1-6 the curriculum is broad and balanced and ensures that there is a clear progression of skills and knowledge in all subjects.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are taught well so that their needs are met. Teachers plan suitably matched work, which directly addresses pupils' needs and stages of development.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are fully integrated and effectively supported with priority being placed on pupils in the early stages of acquiring English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's excellent provision is underpinned by its Catholic ethos and values of trust and respect, which pervade every aspect of school life.
How well the school cares for its pupils	The school provides a very caring and supportive environment. Its provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development. Pupils are very well supported and encouraged to develop their individuality.

The school works well in its partnership with parents, although there is scope to develop induction procedures on transfer to the junior school site.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher are very good. He is deeply committed to the school and its community and has high expectations for the work and behaviour of pupils. The senior management team work extremely hard, give good support and have taken on additional roles and responsibilities to maintain the range of subject expertise during a period of recruitment difficulties.
How well the governors fulfil their responsibilities	The governing body fulfil their statutory responsibilities well and give good support to the headteacher and the school.
The school's evaluation of its performance	The school's arrangements for monitoring and evaluating its own performance are very good. Effective use is made of computer-based systems to analyse the results of tests and assessments.
The strategic use of resources	The strategic financial management is good and ensures that there are sufficient funds to sustain developments.

The school makes good use of its accommodation, which varies in quality between the two sites. The accommodation on the main site is broadly adequate: in the annexe it is unsatisfactory because of a number of shortcomings. The reception class has no outdoor play area, and access for small children and those who are physically disabled is difficult. There is no immediate access on either site to a grassed area suitable for outdoor field games and athletics. There are sufficient teachers, and collectively with other staff, they have the experience and expertise to cover the subjects of the curriculum and the age and ability range of the pupils. The school has a wide range of good quality resources to support and enrich the curriculum in all subjects. Governors appropriately apply the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The standards that the school achieves.</li> <li>• The values and attitudes that it promotes.</li> <li>• The good teaching that their children receive.</li> <li>• The importance the school places on the individual.</li> <li>• The accessibility of teachers and the headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The information that they receive from school.</li> <li>• Homework.</li> <li>• Induction arrangements from the infant to the junior department.</li> <li>• Progress of some pupils in mixed age classes.</li> <li>• The range of activities outside school.</li> </ul>

The inspection team agree with the parents' positive views of the school. The findings of the inspection are that the quality of information that the school gives to parents is good and that the school has an appropriate policy on homework. Pupils in mixed age classes make good progress and attain standards that are comparable with their peer group in single age classes. The range of extra-curricular activities is good although there are none on offer specifically to the infants in the annexe. Parents concerns regarding transition between the infant and junior sites are partly justified and there is scope for improvement in this area.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. On entry to the school pupils' attainment is broadly in line with that expected for their age. They make good progress both in the nursery and the reception classes, and by the end of the reception year achieve standards a little above those expected for five-year-olds.
2. The school's results in the national reading tests for seven-year-olds in the year 2001 were well above average, both nationally and when compared to similar schools. Results for writing were above average, when compared with national results and those of similar schools. In the same year, the results achieved in the tests for eleven-year-olds in English were also well above both the national average and the results for similar schools. In line with trends nationally, pupils did better overall in reading than in writing. The school has maintained high standards in English for the past four years, and the proportions exceeding the expected standards for their age have increased overall with variations representing the strengths and weaknesses of different cohorts. Results for 2001 show that the school met the appropriately challenging targets that it set, further improving standards at age eleven.
3. Inspection findings confirm the pattern of results outlined above for English. Most pupils attain standards which are a little above those expected for their age at the beginning of Year 1, the time when they are introduced formally to the National Curriculum. They make good progress in relation to their starting points and attain standards that are well above those expected in reading, and in line with the standards expected in writing, by the end of Year 2. Pupils' skills as listeners develop well throughout the school and they are also able to organise and express their ideas effectively in spoken, standard English. Pupils make good progress in reading in all classes and by Year 6 most have developed personal preferences for reading and can talk with some authority about their favourite books and authors. The handwriting, spelling and punctuation of the majority of pupils in Year 6 are good. They understand how to use language for effect, for example, using a specific word related to the emotions to create an atmosphere of suspense. There are ample opportunities for pupils to use their literacy skills in other subjects of the curriculum and they achieve well in this.
4. The 2001 National Curriculum tests for seven-year-old pupils in mathematics showed attainment to be below average compared to schools nationally and in comparison with similar schools. The 2001 National Curriculum test results for the end of Year 6 were well above the national average and the average for similar schools. The school has improved standards of mathematics for eleven-year-olds, although results for seven year olds are not as favourable as in previous years the findings of the inspection are that standards have improved this year. Overall there has been an improving trend. Results for 2001 show that the school met the targets that it set, further improving standards at age eleven.
5. The high standards of seven-year-old pupils were reflected during the work observed during the inspection. Nearly all pupils are well placed to reach the nationally expected standard with over half exceeding it. The majority understand the place value of numbers to 100, and more able pupils use numbers to a thousand. They are competent in calculations involving adding and subtracting and understand equivalence: for example, the fact that 60 is equal to  $50 + 10$ ,  $6 \times 10$  and  $20 \times 3$ . Attainment by the end of Year 6 also reflects test results with the majority of pupils achieving standards in line with those expected for their age with about one fifth of pupils attaining above this. By the time they are in Year 6, the majority of pupils have a good grasp of multiplication tables. The emphasis placed on mental work has resulted in many pupils handling mental mathematics confidently and accurately. Information and communication technology (ICT) contributes well to pupils' mathematical understanding. For example, in Year 5 pupils generate graphs from databases, interrogate data to find information and use ICT to construct diagrams of symmetrical houses. In the last inspection pupils' skills in using and applying mathematics were found to be below average in Years 3-6. This aspect of their work is now greatly improved and mathematics is also used effectively across the

curriculum. For example, it is used well in science where pupils measure during investigations and use graphs and bar charts.

6. Teacher assessments and national test results for science in 2001, showed that achievement in science is above the national average for pupils aged 7 and eleven. Inspection findings confirm that most pupils make good progress in science and demonstrate attainment, which exceeds the levels expected by the end of Year 2 and Year 6. This is an improvement since the last inspection when the results were judged to be average. There has been a steady improvement in standards from 1996 until 2001 and the school's test results have been consistently above the national average and the average for similar schools. .
7. In information and communication technology (ICT) pupils' attainment for seven-year-olds is in line with national expectations. It exceeds the expectations for eleven-year-olds. This represents a significant improvement since the last inspection for older pupils when their ICT capability was in line with national expectations. Achievement is mainly reflected in the confidence pupils have in learning new skills and in the range of applications where learning is being enhanced in several subjects. The key factors in this improvement are the addition of an information and communication technology suite for pupils in Years 3-6, and the increased confidence of staff in teaching the subject.
8. Standards in art are above those expected for pupils at seven and 11 in all aspects of art and design, and this reflects a significant improvement compared to the previous inspection. The work seen during art lessons, observations of art displayed throughout the school and the discussions with pupils reflect enthusiasm for art and very good artistic interpretation and sensitivity. Pupils delve beneath the artistic style and appreciation, and understand the personal and social situations of many artists. No design technology lessons were observed during the inspection but evidence from pupils' work, and discussions with pupils and the co-ordinator, indicate that standards of achievement by pupils aged seven and 11 are in line with those expected. Particular strengths are in the planning and evaluation of the work throughout the school and the range of design and technology activities.
9. Standards in music are above those expected for pupils by the time they reach the ages of seven and eleven. This represents an improvement since the last inspection when it was judged to be satisfactory for pupils up to the age of seven and no judgement could be made for pupils aged 7-11. The quality of the singing across the school is very good. Pupils sing with enthusiasm, enjoyment and commitment, listen carefully to instructions and explanations and respond appropriately, especially to the idea of a 'Big Finish' in the singing. Attainment exceeds that expected of pupils aged seven and eleven in history, and is similar to that reached nationally in geography. Overall standards have been maintained in geography and have improved in history since the last inspection. In physical education standards are in line with national expectations at the end of Years 2 and 6. This was also the judgement of the previous inspection. However the school has now achieved a better coverage of the aspects of the subject and all pupils have opportunities to learn gymnastics, games, dance and swimming as they progress through the school. The development of football skills is a strength of the programme. The school football team has been very successful in recent years having won the Lewisham Schools' League for four years in succession. It is also notable that the girls' football team won their league and the major girls' cup competition.
10. Pupils with special educational needs make very good progress both in lessons and in small withdrawal groups, where they receive additional tuition from support staff. They have full access to lessons as a result of the well-targeted support that they receive and achieve well in relation to their starting points, with many attaining standards that are in line with those expected for their age. All pupils with English as an additional language make good progress as a result of effective assessment and targeting of pupils as soon as they join the school. Teachers are particularly aware of the needs of pupils who speak English as an additional language, and ensure that all barriers to learning are removed and that they are fully included in all lessons. As a result they make good progress and attain standards in line with their capabilities. The school benefits from two members of staff who are fluent in languages other than English. They are not only able to converse with some pupils in their first language, but

also act as translators when the need arises. The school's specialist support assistants are well targeted to work closely with pupils who are in the earlier stages of English acquisition. Pupils from all ethnic minority groups in the school make good progress in relation to prior achievement. There is no significant variation in the achievement of the different minority groups. Able and gifted pupils are identified and given work appropriately suited to their capabilities. As a result they make good progress and achieve above average standards. The variation between the attainment of boys and girls is not significantly different from the national trend.

### **Pupils' attitudes, values and personal development**

11. Pupils demonstrate excellent attitudes both to school and to their learning. They speak in glowing terms about the "great school, and brilliant teachers". One pupil commented that the school "hears you, gives you a chance to speak up, encourages you, gives you a good education and allows you to go on". Parents are also pleased that their children enjoy school. They are encouraged by the way the school expects pupils to work hard and achieve their best, and helps their children to become mature and responsible. They also feel that teaching is good and pleased by the standards achieved. These good standards are helped by the high expectations of teachers. Their sensitive support and encouragement, helps develop pupils' self-esteem and confidence in themselves and their work. Pupils are highly motivated, very enthusiastic, and eager to contribute and participate both in lessons and other activities in and around school. They are well focused on their tasks and concentrate well for extended periods. Even the youngest pupils in the nursery show a very confident and mature approach both to work and their relationships with each other. They listen attentively, concentrate well, and develop good social skills as they engage in their tasks and activities.
12. All pupils mix well across ethnic and gender lines at work and play and harmonious relationships are evident throughout the school. Pupils with English as an additional language participate fully in activities and school events. They are motivated and enjoy the attention given to them when they work on a one-to-one basis with assistants. The positive ethos of inclusiveness in the school enables them to become confident and fully integrated very quickly.
13. The standards of behaviour in the school are exemplary. The school has an orderly atmosphere and pupils are well aware of the school's rules, which they have helped devise. Pupils are very friendly, courteous and polite, happy to talk about what they are doing and very willing to show their work to visitors. Pupils feel that the school is a happy and secure place with no incidents of bullying. There is a total absence of racism, sexism and oppressive behaviour, and a high degree of harmony exists between pupils of all ages and cultures. There have been no recent exclusions in the school.
14. Relationships in the school are excellent, both between staff and pupils, and amongst the pupils themselves. The school works hard to promote tolerance, kindness and mutual trust, and ensures pupils do not feel excluded. The older pupils are very caring and look after the younger ones. Pupils with special educational needs and those who speak English as an additional language are particularly well integrated into school activities. Pupils work well together in both pairs and groups. This harmonious atmosphere promotes a good working environment and makes a positive impact on learning. Pupils were observed collaborating well. In a Year 4 science lesson pupils were discussing and investigating the absorption rate in different types of papers, whilst groups in Years 5 and 6 were effectively debating the issues of smoking and drinking.
15. The school's very good personal development curriculum – education for personal relationships (EPR) programme, is linked to the 'Here I am' programme covered in religious education. These programmes help to underpin pupils' excellent social development. Both schemes offer opportunities for pupils to talk about important issues such as family, friendship and bullying, allowing them to look at the effects of their behaviour on others. Many of these issues are also raised and discussed during assemblies. This promotes a good moral code, enabling pupils to share their views and feelings, values and beliefs. The care and

encouragement shown by pupils for those with special educational needs and those who speak English as an additional language are excellent. The clear Christian aims and ethos highlighted in the school's mission statement promote value and respect for each other, and are reinforced by the good role models of the staff. Pupils' spiritual development is very good as a result of this strong Catholic ethos, which pervades every aspect of school life.

16. Opportunities to develop pupils' personal development are very good. Strategies are in place to offer pupils choice, and the chance to take some responsibility for their own learning. In the nursery and reception class pupils are given a choice of activities and resources, which help them to explore a variety of different materials as well as helping to develop their initiative. In other years pupils are frequently encouraged to develop their investigative skills through independent learning, and to evaluate their results. Opportunities for pupils to take responsibility for their own learning have increased since the last inspection. Pupils willingly undertake roles of responsibility around the school, taking their different responsibilities as class monitors conscientiously. A number of Year 6 pupils have been chosen to act as school monitors and they have wider responsibilities. These include looking after the books in the library; showing visitors around the school, looking after the sports equipment and kit, and taking care of the younger children during wet playtimes. This role is recognised and respected by the other pupils. The school has recently introduced a school council. The members of the school council are enthusiastic about this opportunity to air their views and become involved in decision-making processes of the school. As one pupil put it, "the school council is a good idea, it gives you a chance to hear your voice and make things better".
17. Attendance levels in the school are good and broadly in line with the national average. Pupils are generally prompt into school and lessons start on time. Attendance and punctuality are well monitored by the school.

#### **HOW WELL ARE PUPILS TAUGHT?**

18. The quality of teaching is good. No lessons were judged to be unsatisfactory, whilst nineteen lessons out of the sixty-eight lessons were judged to be very good and eight lessons were excellent. This indicates that there has been a considerable improvement in the quality of teaching since the last inspection, and this is having a significant impact on the standards that are being achieved and the progress that pupils make.
19. The quality of teaching in reception and the nursery is good. Teachers are knowledgeable about the needs of young children and the requirements of the curriculum guidance for this age group. Planning is well structured and clear, and ensures that there is an appropriate balance of teacher directed and child initiated tasks. The wide range of activities that is provided is effective in enriching children's experience. Imaginative, interesting and well-designed tasks capture children's interest and help them to learn through play and talk. Interaction between the teachers and the children is good and is effective in supporting children's learning, encouraging them to think for themselves and helping them to make progress. Children are sensitively but firmly managed and this gives them security and confidence in their early days of schooling.
20. The teaching of English is good and teachers are very secure in their knowledge of the National Literacy Strategy. Excellent teaching was observed in Years 2 and 6. Teachers use a rich and wide vocabulary, insist that proper terms for language are used, and encourage pupils to find and select new and adventurous words to make their writing more interesting and relevant. They use interesting and varied approaches to writing, which are effective in extending pupils' skills in writing for different purposes and developing their understanding of different writing styles. There are good opportunities to use their writing skills in the course of other subjects, for example, in writing evaluations of their work in information and communication technology. Most teachers emphasise the importance of providing pupils with opportunities to think things through, and to be clear about their ideas before they begin to write. There are now satisfactory opportunities for older pupils to use drafting procedures and for younger pupils to develop their ideas using writing frameworks. This helps them in developing well- structured pieces of work and is an improvement since the last inspection. In

the best lessons teachers have very high expectations of all pupils. Where minor weaknesses occur particularly at the younger end of the junior age group, it is because there is scope to make more use of ongoing assessment to ensure that work is pitched to give an appropriate level of challenge, particularly for higher attainers.

21. The teaching of mathematics is good overall. The National Numeracy Strategy has been effectively implemented and has had a positive effect on teaching and learning. Teachers have a thorough understanding of the numeracy guidance and use this well to inform their planning. Features of the best numeracy lessons were the teachers' own mental dexterity in mathematics together with an ability to ask skilful questions. This helps pupils to increase their skills and overcome misconceptions. They ensure that pupils use correct mathematical vocabulary and provide good opportunities for pupils to explain their methods and helps pupils to consolidate their understanding. There is good use of instructions and explanations, which gives pupils a clear understanding of the work they have to do. In Years 1 and 2, teachers provide a very good range of activities for the differing levels of ability in their classes and there is a good level of challenge for more able pupils. The level of challenge in Years 3-6 varies between classes. In some classes, particularly at the upper end of the school, expectations are high. Where weaknesses occur it is mainly at the younger end of the junior age group and is because there is insufficient challenge for higher attaining pupils and the pace of work is too slow when pupils disperse from the whole-class situation to individual and group activities. There is a good balance between the practice of skills and methods based on published schemes and exercises, and the application of mathematical skills and knowledge through investigation and problem solving. Teachers make good use of mathematics across the curriculum.
22. The quality of teaching in science is good. Clear subject guidance supports teachers in their planning and their understanding of the subject is good. There is also detailed monitoring and tracking of pupils' progress and this information is effectively used to ensure that higher attainers are challenged and pupils with special educational needs are provided with appropriate targets and support. A particularly good feature of the work in science across the school is the emphasis placed upon scientific enquiry which requires the systematic collection of evidence to answer questions and thinking to establish links between cause and effect.
23. The quality of teaching in art is very good with some excellent features. Pupils' work reflects excellent teaching of basic skills and artistic techniques, excellent knowledge and understanding, and very high expectations. Teachers use a very wide range of resources which pupils in turn use for reference and in developing an excellent investigative aspect and the consideration of fine detail. The purposeful and well-focused use of sketchbooks contributes to pupils' artistic skills. No lessons were seen in design and technology. However, although it is not possible to comment on the quality of teachers' performance in lessons, the quality of pupils' work and the wide-ranging experiences, including the use of construction materials, reflect good teaching throughout the school. Strengths are in the teachers' subject knowledge, high expectations and personal skills, and these contribute to pupils' high quality learning.
24. The quality of teaching in information and communication technology is good with very good use being made of ICT to support other subjects of the curriculum. The quality of teaching in history is good overall and occasionally very good or excellent. Effective links are made to previous work enabling pupils to draw on what they already know for instance when studying the Egyptians and the Tudors. Good use is made of brainstorming and skilful questioning to enable pupils to recall what they know about the topic. A distinctive feature in the teaching is the development of pupils' research skills and the encouragement of pupils to use discussion and collaborative methods when working independently. Work is carefully matched to pupils' different abilities with high attaining pupils appropriately challenged. The quality of the teaching of music is good. Singing is very well taught throughout the school. Learning objectives are shared with the pupils and effective explanations and demonstrations enable pupils to develop a good grasp of the key elements. The main emphasis of the work is on singing, playing and performing skills with some opportunities for creating and developing musical ideas, for example, composing their own Christmas carol. Assessment and progress in music are at an early stage and National Curriculum levels are not used for the planning of lessons and the

assessment of progress. The school uses an instructor for physical education. In the lessons observed that were led by the instructor, teaching was satisfactory. There was good lesson structure with appropriate warm up activities. However, the reviewing of performance and the focus of improving skills is not always given sufficient importance.

25. Pupils with special educational needs are taught well so that their needs are met. Teachers and support assistants work together, often with advice from the school's special needs co-ordinator and suitably matched work, which directly addresses pupils' individual targets, needs and stages of development, is well planned. Where necessary or appropriate, the advice and support of outside specialists is sought. In many lessons, particularly in the core subjects of English, and mathematics, pupils with special educational needs, benefit from the good support offered by classroom assistants. These valuable members of staff are well briefed about what the pupils might be expected to achieve, and are well trained so that they are able to interact very constructively with groups of pupils and with individuals, helping them to make good progress.
26. The quality of support for pupils with English as an additional language provided by the externally funded assistants is good. This works well because the assistants are fully briefed about the tasks and all the support is provided within the context of mainstream activities enabling pupils to have full access to the curriculum. Where no specialist support is available, younger pupils are well targeted by the teacher for instance ensuring they are part of her focus group during independent activities in literacy sessions. In these instances, pupils' learning is greatly enhanced by the use of purposeful talk to encourage interaction and careful attention is given to explaining key or unfamiliar vocabulary. However in some instances, where no specific staff support is available, pupils' individual needs are not consistently and explicitly addressed. Teachers ensure that pupils from all ethnic minority groups are included and that their backgrounds and contributions are valued.
27. Across the school teaching is characterised by excellent relationships between teachers and pupils, and an atmosphere in which pupils expect to work in lessons. Planning is very good in all subjects. There are clear learning objectives, which are shared with the pupils and lessons are carefully structured to develop the knowledge, skills and understanding that have been identified. This is an improvement since the last inspection. Phase co-ordinators take a major role in planning the work that pupils will do over the term. This ensures that all pupils have equality of access to the curriculum and that opportunities for learning are secure in the event of staff changes. There are good assessment procedures and teachers know their pupils well. However, there is scope to ensure that assessment of previous work is used more rigorously and consistently to inform planning. Routines and procedures are well established; rules and boundaries to guide pupils' behaviour are consistently applied

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

28. Children benefit from a very good range of learning opportunities in the nursery and reception class, which enables them to make good progress in relation to starting points in the development of their basic and personal skills. There is a very good range of opportunities to learn through practical experiences for learning through play and talk and a good balance between teacher directed and child-initiated tasks. Where weaknesses occur it is because there is no secure outdoor play area for children in the reception year, and this limits the opportunities that they need for learning about the world about them and for the development of their physical co-ordination.
29. Overall, the curriculum is broad and balanced and meets the statutory requirements of the National Curriculum. The planning and content of the curriculum are good and have improved since the last inspection and ensure that there is a clear progression of skills and knowledge in all subjects, including those which did not have a scheme of work at the last inspection. The allocation of time is appropriate with all areas being taught at the appropriate depth. The match of work to different abilities has also substantially improved although there is scope to refine



further the use of assessment to inform planning, particularly in mathematics in the younger end of the juniors.

30. The school's provision for literacy and numeracy is fully in place and is effectively implemented in line with the requirements of the national strategies. There are good opportunities for developing and using literacy and numeracy skills in other areas of the curriculum.
31. The provision the school makes for extra-curricular activities is good and significantly enriches the curriculum. In sport, it excels, having won many competitions against other schools. Other activities include netball, tag-rugby and clubs for ICT, chess and Irish dancing. All the activities are open to boys and girls and are well attended.
32. All pupils, whatever their background, have appropriate access to the full curriculum including activities organised outside the school day. Boys and girls participate on an equal footing in most of the extra-curricular activities on offer. Pupils with special educational needs are identified at an early stage and there is very good support to ensure that they access the curriculum at appropriate levels and make good progress. Pupils with English as an additional language are fully integrated and effectively supported with priority being placed on pupils in the early stages of acquiring English. Since the last inspection, opportunities are being increasingly used to develop pupils' cultural awareness but the school does not sufficiently draw on their own backgrounds especially in terms of celebrating their first languages.
33. Provision for personal, social, and health education including drug misuse is good. The school has addressed the weaknesses found in the last inspection. The school has a policy not to provide for sex education but this is currently under review. A wide-ranging and detailed programme for education for personal relationships is used with a positive impact on raising pupils' awareness of social and moral issues.
34. The school maintains a range of links with the community to enrich the curriculum particularly with the church community, which has a strong presence and impact in the school. Pupils participate in a number of sporting competitions in football in conjunction with other schools. They also take part in singing for the charity "Crisis" at Christmas. A range of visitors contributes to activities including artists, parents contributing their firsthand knowledge and experience of the Second World War in history lessons, a councillor debating the elections with pupils and a parishioner helping with reading.
35. The school maintains constructive relationships with one secondary school to which most pupils transfer, with an appropriate exchange of information and teachers visiting to meet with Year 6 pupils.
36. Provision for pupils' personal development, including their spiritual, moral, social and cultural development is excellent overall and one of the many strengths of the school.
37. Pupils' spiritual development is very good and sensitively promoted through the clear Christian aims and ethos of the school. Religious education lessons and the daily acts of prayers and worship, plus the 'education for personal relationships' programme, provide a good foundation for pupils' spiritual development. Moments of awe and wonder are often developed, and were observed in an art lesson where pupils discovered the concept of 'pointillism' and saw how they could produce shading through the use of dots. Likewise a child in the reception class was captivated at being able to produce spirals by winding strips of paper around a pencil. However, although there is a clear policy for pupils' spiritual and moral development, the planned opportunities for developing pupils' spiritual development across the curriculum are not fully embedded into the planning and documentation.
38. The school makes excellent provision for pupils' moral development. Parents feel that the excellent attitudes the school promotes are a strong feature of the school. Their children are taught a clear sense of fairness and justice, truthfulness and kindness to others. Pupils are taught to consider the effects of their actions from an early age, and the development of a

conscience is emphasised. Good standards of behaviour are expected in and around the school, together with a respect for others. Pupils agree the Golden Rules and class rules, which are prominently displayed in each classroom and other areas around the school. These emphasise good behaviour and personal responsibility. The school aims to develop the children's spirit of co-operation with positive reinforcement. Pupils are encouraged to consider the difference between right and wrong. All adults in the school provide good role models for pupils.

39. The provision for pupils' social development is excellent. The school encourages pupils of different ages and abilities, including those with special educational needs and English as an additional language, to mix and work together. This is particularly important in mixed age classes and helps to develop empathy. Pupils work well in large and small groups and also individually. The pupils undertake their roles as monitors conscientiously. The school council gives pupils a forum for discussion and a voice into some of the decision-making processes in the school. The school performances provide a valuable opportunity for pupils across the school to work together. Likewise, the residential trips in Years 5 and 6 provide an ideal situation where pupils develop team-building skills. This helps promote their confidence and self-esteem. Social issues are considered within different areas of the curriculum, this was observed in Year 5 and 6 debates in science, considering issues to do with drinking and smoking. Pupils help organise fund-raising events and collect money for charities, such as CAFOD, the NSPCC and the Catholic Homes Society. This gives them an insight into those less fortunate than themselves. Extra-curricular activities, such as the chess, French and computer clubs; and the various sporting activities help develop pupils' skills and abilities. The establishment of the Credit Union develops an awareness of money and savings.
40. The provision for pupils' cultural development is very good. There are many opportunities for pupils to learn about their own culture and the culture of others. This is promoted both during lessons, through various trips and visitors and after school activities. Pupils of all ages have the chance to learn Irish dancing and successfully perform in various festivals and events. Visits to art galleries, museums and theatres support many subject areas. Art makes a significant contribution to all areas of pupils' spiritual, moral, social and cultural development. Pupils have been studying paintings by Lowry, Monet and Seurat as well as other European and ethnic minority artists as a stimulus for their own work. Books in the library reflect the broad cultural background of pupils in the school. Multi-cultural development is well promoted through studies of India and St Lucia, together with the rich visual displays around the school. The school is looking to establish a steel band once an instructor can be found. Whilst the school is aware of the need to be fully inclusive and celebrate cultural diversity, it is not however, fully drawing upon and celebrating the rich language and heritage of its intake.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. The school provides a very caring and supportive environment. Its provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development. Pupils are very well supported and encouraged to develop their individuality. Parents spoke very highly of the school. They find it very friendly and reported that staff promote a sense of community where everyone is valued. The teachers know their pupils very well. Teachers closely monitor pupils' personal development and work sensitively to challenge and support their specific needs. Pupils know how well they are doing and are involved in identifying and reviewing their own targets.
42. The school's procedures for assessing pupils' attainment and progress are very good. In the nursery and reception classes baseline assessment is effective in identifying children's individual needs. Information gained is used to set targets and these are reviewed regularly. Additional information is obtained from the use of the Lewisham Baseline materials. Both these procedures ensure that when pupils transfer to Years 1 and 2 there are clear learning intentions established for all pupils. From this stage teachers make regular assessment of progress during lessons and during the marking of work. Before they transfer from Year 2 to the junior classes there is a screening process to identify pupils not making the required progress. Then all pupils are placed on the appropriate National Curriculum levels achieved in

English, mathematics, science, and information and communication technology. At this stage full use is made of both teachers' assessments and standard attainment tasks.

43. The monitoring of academic progress is also very good for pupils with special educational needs. Individual education plans to meet special educational needs ensure that the work builds in small steps and contributes to good progress. The review process for pupils at higher stages on the special educational needs register, including statemented pupils, is thorough and keeps all interested parties informed about progress. For both special educational needs pupils and those pupils with English as an additional language in Years 3 – 6 academic results are analysed for reading, writing, mathematics and science. The results indicate that there are no significant differences on the basis of gender or ethnic groups.
44. The use of assessment information to inform planning is satisfactory. The weekly planning documents used by teachers all show a section for assessment, which is intended to inform future planning. There are some good examples of use but overall it is not used consistently. The school's plan to implement a more rigorous analysis of test results in mathematics and writing across the school is necessary to ensure that standards in these areas are improved.
45. The procedures for monitoring and supporting pupils' personal development are very good and this is an improvement since the last inspection. The school monitors pupils' personal development through the role of the class teachers and the support staff. This is co-ordinated by the headteacher who arranges regular meetings with the support staff and meals supervisors so any difficulties are rapidly dealt with. Additionally, the school reward scheme acknowledges special effort, thoughtfulness for others and taking responsibility for their work and life in school. Personal success is celebrated in school assemblies and in the classrooms. School rules are few but very effective. Pupils readily take responsibilities in the classroom and as monitors around the school. For example, pupils take responsibility for preparing materials and arrangements for school assemblies. They carry out their work quietly and efficiently. During the inspection it was noticeable the respect pupils have for their teachers and the support staff. In turn teachers respond to pupils respectfully. The school has a policy for bullying but the climate of relationships in school is so good that there was no evidence of bullying observed during the inspection. Teachers encourage pupils to care for each other and to show particular kindness and patience for those younger than themselves. They reinforce the rule that unkind behaviour towards anyone is neither expected nor tolerated.
46. A very good feature of the school is the way all pupils have full access to the school's curriculum and resources. The emphasis is always upon inclusion and this also includes all pupils with special educational needs. Outside agencies are used when necessary and this has resulted in very good provision for specific cases.
47. The school seeks to ensure that pupils have equal opportunities. There are good systems in place to support the academic and personal development needs of pupils with special educational needs and those who speak English as an additional language, and these pupils make good progress. The school also caters well for the more able pupils and in most lessons they are generally suitably challenged to develop their skills further. The entry process into the school and the later transition into secondary school, are well planned for and handled sensitively. However a small number of parents expressed some concerns regarding the degree of support and assistance offered to the Year 3 pupils as they move down from the annexe. They felt that not enough was done to prepare these pupils for the change. Clear procedures are used to identify the needs and target support for pupils with English as an additional language and initial assessment for these pupils is effective. Ongoing assessment is based on observations by the support assistants. All groups within the school population feel secure and benefit greatly from the positive Catholic ethos of the school.
48. Procedures for monitoring and promoting discipline and good behaviour, and eliminating any oppressive behaviour are excellent. This is reflected in the excellent behaviour and orderly atmosphere in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour, and dealing with any disruptive pupils or incidents of bullying. It clearly highlights the school's expectations and identifies the responsibilities of pupils, staff and parents. There is a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Pupils are involved in reviewing the rules and boundaries, and know what is expected of them.

49. Procedures for monitoring and improving attendance are very good and reflect in the good levels of attendance of pupils in the school. This is carefully organised between the two sites. Certificates are awarded to pupils who have full attendance. Parents are regularly informed about their responsibilities regarding the need to ensure their children attend school regularly and on time. They call in promptly to inform the school when their children are away ill. Appropriate links have been established with the education social worker who becomes involved in following up cases where necessary.
50. The school has very good systems in place for child protection and ensuring pupils' health, safety and welfare. The school has appropriate procedures and guidelines for child protection. The headteacher and the Key Stage 1 co-ordinator are the staff with designated responsibilities for child protection. Both are well aware of the processes involved and changes to the legislation. The school is due to hold updating in-service training sessions early next year to ensure all staff are well aware of the new guidelines and procedures. Well-established systems are in place to take care of pupils who may fall ill during the day, and there are effective procedures to meet the medical needs of pupils. A sufficient number of staff are qualified to provide first aid on both sites.
51. There is a comprehensive health and safety policy, and effective procedures in place to address the issues of safety and security of pupils in the school. The headteacher, premises officer and the health and safety governor undertake regular health and safety checks and risk assessments, and report back to the governing body. The governing body take their responsibilities seriously.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

52. The school's partnership with parents is very good, and parents have very positive views about the school. They feel that there have been significant improvements since the last inspection.
53. The quality of information provided for parents is very comprehensive. Information regarding the school and its activities is detailed in the attractive handbook for parents and governors' annual report to parents. Ongoing contact and information about forthcoming events is maintained through regular newsletters. Curriculum information is circulated to parents each term, enabling them to see what their children will be covering during the course of the year. However, some parents would appreciate more information when their children transfer to the junior department.
54. Parents from all parts of the community feel that the school is very accessible, and appreciate the fact that they can talk to staff at the start and end of the day. They welcome the open door policy and the way the school encourages suggestions, and takes any concerns they have seriously, dealing with them promptly. Most parents reported that they are kept well informed about the progress their children were making. The only concerns parents expressed relate to the transfer to the junior school, difficulties with mixed age classes, and the range of activities outside school. The inspection team felt that the range of activities available, are good although there are none on offer specifically to the infants in the annexe.
55. Consultation evenings are held regularly providing opportunities for parents to review their child's progress and achievements. These are always well attended. The parents' annual reports regarding pupils' progress and attainment are very detailed. They clearly identify what pupils are able to do and set targets for improvement. Parents of pupils with special educational needs are kept well informed about their child's progress and are involved in the review processes.
56. The significant contribution of parents to their children's learning is having a positive impact on pupils' progress. The school warmly encourages parents to become involved in their children's learning by helping out in the school. Although most parents work, a small number of adults are volunteering to help with various activities around the school, particularly in the annexe. This mainly involves listening to reading or helping out on school trips. Parents receive details regarding the homework policy and how they can help their children at home. Parents of

pupils with special educational needs are fully involved in reviews. Where parents are regularly able to listen to their children read, this is contributing to the high standards of reading.

57. Our Lady and Philip Neri is very much a community school. Many parents have been involved with the school for a number of years, and there are strong connections to the church community. Parents are invited to school events and masses, which are generally well attended. The Friends Association is very effectively run by a committed group of staff and parents. A number of fund-raising and social events are successfully held each year. These are well attended, and generate additional funds to help purchase resources for the school. This has helped to provide half the funding for the pergola in the playground and computer equipment in the computer suite, as well as subsidising outings for pupils in the annexe.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The leadership and management of the school is very good. The school benefits from the strong and principled leadership of the headteacher who is deeply committed to the school and its community. He has high expectations for the work and behaviour of pupils, which are reflected in the clear sense of educational purpose and direction of the school's work. This has a beneficial effect on pupils' behaviour and their attitudes to work. A strong work ethic is established at an early stage, it is reflected in the good standards of teaching and learning and has a significant impact on the high standards that the school achieves. The senior management team provide effective support, which is focused on improving provision and raising standards in all aspects of school life. The strong Catholic ethos in which the unique nature of each individual is emphasised, underpins the values of mutual respect and trust that pervade the school. All members of the school community, including the senior management team, know that their work is valued and that that they have an important part to play in the school's development.
59. The governing body give good support to the school and it is ably led by the vice-chair whilst the chair is on leave. The governors work well with the headteacher, and an appropriate range of committees is in place. The chairs of committees carry out their responsibilities efficiently and meetings are always well attended. Governors with responsibilities for monitoring aspects of the curriculum, such as literacy and numeracy, take an appropriate interest and are well informed about their subjects. Governors take a keen interest in the school and visit it regularly. The positive and constructive approach they take to school development has a beneficial effect on both the academic and pastoral life of the school. In summary the governors have a good awareness of the school's performance, know the challenges that it faces and ensure that the statutory requirements are met.
60. The headteacher and senior staff have identified priorities for development and work together efficiently for improvement. Staff and governors are fully involved in agreeing priorities in the school development plan. Developments in the curriculum have been effectively managed. The subject co-ordinators, who have been in post for varying lengths of time, have a generally good understanding of the subjects they lead. They monitor planning and sample work and provide their colleagues with useful feedback. The literacy and numeracy co-ordinators have observed lessons, alongside the headteacher, across the school. There is now scope to extend this good practice to all co-ordinators in order to enhance their role in improving consistency of teaching, learning and standards across the school's two sites. All co-ordinators have an allocated budget and use this effectively to maintain and develop their subject area. Well thought-out plans ensure ongoing improvements.
61. The school's arrangements for monitoring and evaluating its own performance are very good. The headteacher makes effective use of computer-based systems to analyse the results of both national and non-statutory tests and assessments. Senior staff are fully involved in the collation and analysis of data and there are plans for this process to be more rigorously developed to give more precise information about English and mathematics which can be used to target improvements. The headteacher's commitment to overseeing all aspects of the school's work across both sites has been a significant factor in forging a sense of common purpose to help the school move forward. The development of consistent practice across the

two sites, which are a mile apart, is particularly difficult. Although the school meets this challenge well in many aspects of its work, there is scope for further development to make its current good practice even better.

62. The school has a very effective administration team who work closely together to ensure the smooth running of the school at both sites. Newsletters, curriculum and policy documentation are all extremely well presented to ensure that all those within the school community are kept informed about current issues. All visitors to the school are made to feel welcome and day-to-day matters are dealt with calmly and efficiently. This makes an important contribution to the calm and orderly atmosphere that is prevalent throughout the school. The senior administrative officer provides strong and effective support, which ensures finances are efficiently managed. The budget is carefully targeted towards school improvements and governors are provided with clear and comprehensive budget reports. Governors appropriately apply the principles of best value and governors debate expenditure rigorously. The strategic financial management is good and ensures that there are sufficient funds to sustain developments. Budget underspends have occurred as a result of monies being set aside for staff and remaining unused because of difficulties with staff recruitment. They have since been spent on a major rebuilding project as part of the school's ongoing work to maintain and improve its accommodation.
63. All staff have a clear understanding of the school's policy for equal opportunities and consistently put it into practice. The school is particularly sensitive to practical aspects of inclusion, such as funding of visits. The school's ethos ensures that every child is valued and supported according to their needs. The special educational needs co-ordinator, who is experienced and well qualified, is well supported by the headteacher and teachers. She makes good use of her time to manage special needs provision, monitor its effectiveness and link with teachers. Resources are appropriately chosen to reflect the needs of pupils. The deployment of the Ethnic Minorities Achievement Grant (EMAG) is appropriately targeted to provide for specialist assistants who are effectively deployed and contribute substantially to the progress EAL pupils make. The school is committed to raising pupils' achievement and the co-ordinator for EAL has established an effective system for assessing and monitoring pupils' achievement. The good range of resources appropriately reflects a diversity of cultures. The school uses its analysis of assessment results effectively to identify pupils at risk of underachieving. Two members of staff who speak some of the pupils' own languages and are good role models for them. The school's ethos is very positive in relation to the multi-cultural nature of its population and this is well reflected in the harmony within the school across lines of gender, race and disability.
64. There are sufficient teachers, and collectively with other staff, such as the physical education instructor and the computer technician, have the experience and expertise to cover the subjects of the curriculum and the age and ability range of the pupils. The school also makes very effective use of expertise within its community, for example, a parent who lectures in art, visits the school regularly to talk with the children and demonstrate techniques. There are good procedures for staff development and induction, which make a significant impact on the quality of teaching. Systems for curriculum planning ensure continuity for pupils during times of staff change and turbulence. Performance management procedures are fully in place. The results are used well to identify training needs. The local authority has given effective support to help the school move forward, for example in information communication technology and special educational needs.
65. The accommodation is in sound condition and improvements, such as the development of the well-organised computer suite, are having a significant impact on improving standards. Although the school makes the very best use of its accommodation the cramped nature of both sites limits the use of both the buildings and the grounds as a learning resource. For example, the library in the annexe is housed in the entrance area, and on the main site it is in a corridor. Neither library is suitable for whole-class use, which makes the teaching of library skills difficult. The school benefits from a highly committed premises manager who has improved the general maintenance of the building and ensures that it is kept in immaculate order by the conscientious cleaning staff. There is good use of display throughout the school to support, inform and celebrate learning. The accommodation on the main site is broadly adequate. The

accommodation in the annexe is unsatisfactory because of a large number of shortcomings. It contains a large number of steep staircases, which may be daunting to young children and prevent access for pupils who are physically disabled. The reception class for summer born reception age pupils is housed upstairs, with no immediate access to the outdoors, and there is no designated outdoor provision for the reception classes. This limits the opportunities that they have to learn about the world about them to develop their physical co-ordination. Some of the classrooms are cramped and do not allow for ease of movement and storage of resources. There is no immediate access on either site to a grassed area suitable for outdoor field games and athletics. The school has a wide range of good quality resources to support and enrich the curriculum in all subjects.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

66. To sustain the standards and provision of the school, the headteacher, governors and staff should:

- 1) Ensure assessment of previous work is more rigorously and consistently used to inform planning across classes (see paragraphs 20,21,24,27,44,97,110,118)
- 2) Improve the provision for outdoor play for reception age children.(see paragraphs 28,67, 84, 85)

Minor issues:

Additionally the governors may wish to include in their action plan:

Extend the links between the two sites by:

- Enhancing the role of co-ordinators in observing lessons and levelling work across the two sites (see paragraphs 44, 109)
- Creating more opportunities for teachers to work together and to share the good practice within the school (see paragraph 60, 109)
- Improving the induction arrangements for parents and pupils when they transfer to the main site. (see paragraph 53)



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	21	26	12	0	0	0
Percentage	13	30	38	17	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	293
Number of full-time pupils known to be eligible for free school meals	0	46

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	83

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
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	14	26	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	25	26	26
	Total	39	40	40
Percentage of pupils at NC level 2 or above	School	98 (100)	100 (100)	100 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	26	26	26
	Total	40	40	40
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (98)	100 (95)
	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	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	16	18
	Girls	15	13	16
	Total	34	29	34
Percentage of pupils at NC level 4 or above	School	94 (89)	81 (76)	94 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	16	18
	Girls	15	13	16
	Total	33	29	34
Percentage of pupils at NC level 4 or above	School	92 (82)	81 (77)	94 (91)
	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	14
Black – African heritage	21
Black – other	30
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	174
Any other minority ethnic group	44

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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 – Y[ 6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	19.5
Average class size	29

#### **Education support staff: YR– Y6**

Total number of education support staff	13
Total aggregate hours worked per week	228

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	70
Number of pupils per FTE adult	11

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/01
	£
Total income	838102
Total expenditure	838195
Expenditure per pupil	2596
Balance brought forward from previous year	79767
Balance carried forward to next year	79674

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	336
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	69	27	0	0	3
Behaviour in the school is good.	69	29	0	0	2
My child gets the right amount of work to do at home.	47	44	8	0	2
The teaching is good.	74	24	0	0	2
I am kept well informed about how my child is getting on.	65	29	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	85	15	0	0	0
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	52	37	8	2	2
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	65	31	0	0	5
The school provides an interesting range of activities outside lessons.	37	44	6	3	10

### Summary of parents' and carers' responses

Parents are pleased about

- The standards that the school achieves
- The values and attitudes that it promotes
- The good teaching that their children receive.
- The importance the school places on the individual.
- The accessibility of teachers and the headteacher

The inspection team agreed with these positive views of the school.

Parents expressed concerns about the following:

- The information that they receive from school
- Homework
- Induction arrangements from the infant to the junior department
- Progress of some pupils in mixed age classes
- The range of activities outside school.

The findings of the inspection are that the quality of information that the school gives to parents is good and that the school has an appropriate policy on homework. Pupils in mixed age classes make good progress and attain standards that are comparable with their peer group in single age classes. The range of extra-curricular activities is good although there are none on offer specifically to the infants in the annexe.

### **Other issues raised by parents**

Parents also raised concerns regarding transition between the infant and junior sites. The inspection team found these concerns to be partly justified and there is scope for improvement in this area.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

67. Children are admitted to the nursery class three times a year as they become four. Their attainment on entry is broadly in line with that expected for children of this age. They spend three terms in the nursery on a part time basis, prior to moving into full time schooling in the reception classes. Nearly all the children in the school have attended the nursery. The nursery is housed in an attractive refurbished section of the infant annexe, and has an outdoor play area. One reception class is set up at the beginning of September and housed in a good-sized classroom in the annexe. In the summer term a second reception class is set up in an upstairs room. Neither reception class has access to a designated outdoor play area. This is a significant weakness because it limits the opportunities that young children need to learn from the world about them and to develop their physical co-ordination. Whilst the school has no real alternative for the site of the summer reception class, the stairs leading to it are steep and somewhat daunting for very young children.
68. The nursery and reception staff plan together, to ensure that children in both areas have access to a similar curriculum at an appropriate level. The influence of planning is clearly reflected in the way the nursery and reception class work. The curriculum covers all six areas of learning and activities are purposeful, coherent and well structured. Regular assessments are systematic, informative, and objective and clearly linked to the Early Learning Goals. Assessments are based on observations of children's behaviour and activity, listening to children in different contexts and on evaluations of their work. Good use is made of assessment to help and encourage pupils to overcome difficulties and to inform ongoing planning for different needs. The teacher and nursery nurses know their children well and this makes a substantial contribution to the provision that is made and the good progress that children make.
69. Given the constraints of the building, provision in both the nursery and the reception class is good. A rich environment for learning through play and talk has been created. There is a good balance between the tasks directed by the teacher and those initiated by the child, and ample opportunities for children to take part in practical and purposeful activities. The teacher and nursery nurses make a highly effective team. They work closely together and this results in the children benefiting from their shared expertise.
70. Provision for pupils with special educational needs is good throughout the Foundation Stage. There are effective links with outside agencies, who visit the school regularly to offer support to children and families in need of specific help. Teachers and the nursery nurse work hard to involve parents and there are very good monitoring arrangements, which are used to inform planning for children's particular needs. This contributes to the good progress that children with special educational needs make.
71. The partnership between parents and the staff is good. There are appropriate induction procedures, which ensure that children are well prepared for entry into the nursery and the reception class. Parents are kept appropriately informed of their children's progress and of the work that the children are doing.
72. The quality of education that is provided in the Foundation Stage has been maintained since the last inspection. It is very good and prepares them appropriately for the National Curriculum.

### **Communication, language and literacy**

73. Children's communication and language skills are broadly average on entry to the nursery. They make good progress in relation to their starting points and attain standards that are a little above those expected for their age by the end of the reception year. This is broadly in line with the finding of the previous inspection. Pupils' vocabulary in the initial stages mainly focuses on

objects and people that are of particular importance to them. It is gradually broadened to reflect the good range of experiences that the nursery and reception class provide. Most children use speech to describe or commentate on their actions, to sequence ideas and recreate roles and experiences.

74. As a result of the emphasis that the nursery places on books, children quickly begin to enjoy listening to stories and poems and sharing books with interested adults. By the end of their time in the nursery most children hold books carefully the correct way round and understand that the marks on the page carry some meaning. They take a particular interest in the illustrations and listen intently as adults read to them. The reception teacher builds effectively on this as she introduces the more formal aspects of literacy, for example the sounds that letters make. She does this orally and in ways which help the children to enjoy their work. Children continue to enjoy books in the reception class and the good provision of small models, to represent the characters and settings in the stories that they hear, is effective in helping them to consolidate their understanding of the story and vocabulary.
75. Children in the nursery are encouraged from an early stage to make marks using pencils, crayons and paints. They also have a range of good opportunities to develop the co-ordination of the eye and hand movements that they need to learn to write when working with clay, scissors and construction equipment. In the reception class children are encouraged to write more formally and begin to construct short phrases to convey their ideas in writing. Children in both the nursery and reception classes use the keyboards on computers to type in letters which appear on the screen and which they then print out.
76. The teaching of communication, language and literature is good, both in the nursery and reception classes. Most of the work on literacy, including early phonic work, is done through exciting, practical and imaginative activities, which involve play and talk. Activities are well structured and linked together to ensure coherence and continuity in the curriculum. Teaching takes into account children's different attainments and reflects high expectations for children to progress further. This results in sufficient challenge for the small minority of children who can talk fluently and who are beginning to read and write with confidence. Throughout the Foundation Stage there is an emphasis on providing real experiences, which will develop pupils' vocabulary.

### **Personal, social and emotional development**

77. In both the nursery and reception classes, staff place high emphasis on this area of learning and children make good progress to achieve standards that are above those expected by the end of the reception year. This is in line with the finding of the previous inspection. Their behaviour is excellent. The teaching of personal and social development is very good: all staff are highly supportive, caring and encouraging at all times. Routines are very well established from an early stage. For example, children in the nursery recognise their names on the cloakroom labels, take off their coats and take the label into the classroom as a form of self-registration. Very soon, they settle down for class registration, join in the welcoming songs and prepare for the day's activities. Children play alongside each other well in a very friendly and co-operative manner. At a very early stage of their learning, teachers reinforce the habit of children putting up their hands and not calling out.
78. At this school, children benefit in both classes from a strong Christian ethos. They say their prayers in an atmosphere of calm as they pray to God and Mary. Children's levels of personal responsibility increase from the nursery to the reception class where they change into their physical education clothes independently and develop high standards of personal hygiene. In the nursery, children take care of their clothes and know when to wear aprons for the wide range of practical activities which they enjoy.
79. Overall, teaching is very good in this area. The staff work hard, to help the children to feel safe and secure in their surroundings. The range of activities, including stories from a variety of cultures and having black dolls in the quiet area ensures that children are well prepared for life in multi-cultural Britain. The staff work well as a team and ensure that there is a consistent approach to the management of children's behaviour and establish good relationships. Their

effective use of praise and appropriate reminders about behaviour when necessary enhance children's understanding of right and wrong.

### **Mathematical development**

80. Overall, children make good progress and are well placed to achieve the Early Learning Goals. This is broadly in line with the findings of the previous inspection. Staff place strong emphasis on teaching the children to count; in the nursery, they teach children many number rhymes and songs and use number cards and lines. Children have many opportunities for counting activities during the day, and in the reception class increase their knowledge of addition and subtraction using a wider range of mathematical equipment. They use the more formal systems of mathematics, including setting out calculations. Many children in the reception class count to 20 and above and use these numbers in a wide range of activities. In the nursery, children use the shop, recognise prices and enjoy the activity of buying and selling. They use the terms 'lighter' and 'heavier' when comparing weights of different objects, and 'full', 'half-full' and 'empty' during water play when comparing capacity. The terms 'more' and 'less' are used frequently in a range of activities. This continuous thread of mathematical vocabulary and learning enhances their understanding. During a very good lesson in the nursery, children were able to count on in two or threes, and, during registration in the reception class, the time was used well to develop children's counting skills to 20. In the nursery, mathematical activities are extended well to the outside secure area where pupils place number tiles in order and count vehicles. Unfortunately, lack of these facilities in the reception class prevents mathematics being as easily accessible outside as in the classroom. Overall, teaching is good with some very good features. All staff are involved at some time during the day in noting pupils' mathematical skills and these records are well used when planning the activities for the following week. Children learn at a good pace. The opportunities that are given to select from a wide range of equipment and spending time discussing their learning, contributes to high quality learning and very positive attitudes.

### **Knowledge and understanding of the world**

81. During the Foundation Stage, children make good progress in this area of learning and are well placed to achieve the Early Learning Goals by the end of the reception year. This is broadly in line with the findings of the previous inspection report. Children behave in an exemplary manner and share equipment very well as they enthusiastically take part in a wide range of activities planned for them. For example, they handle materials such as water and a mixture of cornflower and water, and notice similarities and differences in the patterns that are made. Children in both classes use hammers and nails carefully and accurately to construct shapes. They fit a wide range of construction equipment together to make models. Children in the nursery described how they planted seeds and know many of the conditions for growth.
82. In both the nursery and reception classes, children are encouraged to investigate in all aspects in this area of learning and to share their findings with the class. In one lesson observed in the reception class, children used the computer and cassette player with confidence. They name a range of equipment controlled by information and communication technology (ICT) and know how to switch equipment on and off.
83. Children's knowledge of life and living things is very well developed and is reflected in their understanding of healthy food, and their ability to identify most animals in Noah's Ark. They name a wide range of living things and describe the environments and parts of the world where they are found.
84. Teaching for knowledge and understanding of the world is very good both in the nursery and the reception class. All adults who work with the children interact and support them in ways, which help them to learn from their mistakes. They act as good role models as they work alongside children showing real enthusiasm for activities and posing appropriate questions, which encourage the children's curiosity. They give very careful consideration to the provision of resources and make effective use of the outdoors in the nursery. The local environment is also well used. However, the lack of a secure outdoor play area for children in the reception class limits opportunities for children's own explorations of the world about them.





## **Physical Development**

85. Children in the reception class are well placed to reach the standards expected for five-year-olds at the end of the year. Standards have been maintained since the previous inspection. Teaching is consistently good and the available resources are very well used. There are ample opportunities for children in the nursery to develop their co-ordination by climbing and balancing and using wheeled toys such as tricycles, outdoors. They use the fixed apparatus in the secure area well and show good control of their bodies as they swing on the rope, crawl through the cylinder and climb on the frame. During a nursery lesson in the hall, children used the space very well; skipping, running and turning with good awareness of direction and speed and balance. This was particularly good during dancing. However, some children in the nursery class have difficulty discriminating between left and right when taking part in action games.
86. Children in the reception class do not have access to a secure outdoor area for physical activities and this limits the opportunities that they need to develop their physical co-ordination. However, the teacher makes efficient and effective use of the hall and playground in order that pupils have as wide a range of physical activities as possible and this results in their moving with improved control, good balance and a high level of agility.
87. Children handle smaller equipment such as construction materials, pencils and paints with improving levels of accuracy, make good progress from making marks on paper and card in the early stages of the nursery to forming letters and numbers accurately and writing words in the reception class. Children also progress well from cutting round an outline with varying levels of accuracy in the nursery, to the reception class where they handle scissors correctly and many children cut carefully and accurately, keeping to the lines.

## **Creative Development**

88. Children make good progress in most aspects and are likely to reach the Early Learning Goals. Standards are similar to those found in the last inspection. From the nursery stage and in the infants, children listen carefully and participate very well in singing. They know many nursery and number rhymes as well as songs associated with movement. They sing with accurate pitch and a good feel for rhythm. However, they have insufficient opportunities for using a wide range of musical instruments in a creative manner or for accompanying their singing.
89. Children have many opportunities for painting and develop a wide variety of techniques in both painting and printing. Most children recognise all the colours used and a particular strength of the curriculum planning is the emphasis on children mixing their own colours from the primary colours given.
90. Children use their senses well when describing texture, taste, smell and sounds. They use the activity areas well for shopping, restaurant activities and, in the nursery, the home corner is used well for children developing language and imaginative activities as they build on the experiences they have already shared. Children have many opportunities for sharing books and modelling, and using equipment such as petrol stations and construction equipment in a creative manner.
91. Teaching for creative development is good. Good planning ensures that children have ample time to develop their own ideas. All adults support and encourage children in making independent choices and valued their ideas and suggestions. A range of good quality resources is provided and there are very good opportunities for children to develop their own ideas.

## **ENGLISH**

92. The school's results in the national tests for seven-year-olds in the year 2001 were well above the average, both nationally and when compared to similar schools. Results for writing were

above average, when compared with national results and those of similar schools. In the same year, the results achieved in the tests for eleven-year-olds in English were also well above both the national average and the results for similar schools. In line with trends nationally, pupils did better overall in reading than in writing. The school has maintained high standards in English at the end of both key stages for the past four years, and the proportions exceeding the expected standards for their ages have increased overall with variations representing the strengths and weaknesses of different cohorts. Results for 2001 show that the school met the targets that it set, further improving standards at age eleven.

93. Inspection findings confirm the pattern of results outlined above. Most pupils attain standards which are a little above those expected for their age at the beginning of Year 1, the time when they are introduced formally to the National Curriculum. They make good progress in relation to their starting points and the majority attain standards that are well above those expected in reading, and in line with the standards expected in writing, by the end of Year 2. They make good progress overall in Years 3-6 and the majority achieve standards above those expected for their age by the end of Year 6. Pupils with special educational needs make very good progress, and have full access to lessons as a result of the well-targeted support that they receive. They achieve well in relation to their starting points, with many attaining standards that are in line with those expected for their age. Teachers are particularly aware of the needs of pupils who speak English as an additional language, and as a result, these pupils are fully included in all lessons and attain standards in line with their capabilities. The school benefits from two members of staff who are fluent in languages other than English. They are not only able to converse with some pupils in their first language, but also act as translators when the need arises. The school's specialist support assistants are well targeted to work closely with pupils who are in the earlier stages of English acquisition.
94. By the end of Year 2, all pupils have acquired a good foundation in initial literacy. Their knowledge of the sounds that letters and groups of letters make, together with their ability to deduce meaning from the illustrations and the context of text enables them to read simple texts aloud fluently and confidently. Their familiarity with the basic grammatical structure of sentences, including basic punctuation, results in pupils being able to read with good expression and phrasing. They are introduced to a wide range of good quality literature during the course of their work in English and this results in pupils being able to recognise the organisational features of different kinds of texts. These skills serve pupils well when they produce writing of their own. For example, most pupils use capital letters and full stops accurately, and higher attaining pupils use speech marks, apostrophes and commas with growing confidence. Most pupils can adapt the overall form of their writing to match different purposes, for example to write instructions, lists, stories and reports. Most pupils endeavour to use interesting choices of vocabulary in their writing and higher attaining pupils produce well crafted stories to engage the reader. The stories written by average or lower attaining pupils are competent and are usually correctly punctuated, but sometimes lack fluency because pupils do not have the skills to extend their ideas, their use of grammar is not fully secure and there are limitations in the range of vocabulary used. Most pupils spell well for their age in Year 2, and their handwriting is neat and well formed.
95. By the time they reach Year 6 most pupils have well-developed skills in the critical analysis and appreciation of many kinds of fiction and information texts. They are able to respond well to the materials they read because of their good understanding of the organisational features of many different kinds of information text, for example when using computer technology for research, or when looking for information in reference books. They have a very good understanding of how authors achieve particular effects when writing fiction, for example creating an atmosphere of fear or tension by using appropriate adverbs and adjectives related to the feelings that are to be induced in the reader. They read reasonably widely for their age in their own time, and as a result of this experience are able to justify their reading preferences, giving clear explanations of the literary styles they like best. Pupils make good progress in developing their writing skills so that by the time they are in Year 6 they use their well-developed knowledge of vocabulary and grammar to write with accuracy and relevance. They write sustained stories with good attention to characterisation and plot and use different forms of writing well, not only in the course of their work in English, but also in other subjects of the curriculum.

96. The school gives its pupils ample opportunities to speak with confidence and to listen carefully. As a result, pupils' speaking and listening skills are well developed throughout the school. Pupils express and discuss their ideas clearly, confidently experiment with new words and use their ideas creatively and imaginatively.
97. Teaching is good across the school. No teaching was unsatisfactory and in nearly half the lessons seen teaching was very good or excellent. Teachers use a rich and wide vocabulary to promote pupils' interest in new words. They insist that proper terms for language are used and they encourage pupils to find and select new and adventurous words and use them accurately to make their writing more interesting and relevant. Teachers use interesting and varied approaches to writing. Most understand the importance of providing pupils with opportunities to think things through, and to be clear about their ideas before they begin to write. There are now satisfactory opportunities for older pupils to use drafting procedures and for younger pupils to develop their ideas using writing frameworks. This helps them in developing well-structured pieces of work and is an improvement since the last inspection. In the best lessons teachers had very high expectations of all pupils. Planning was generally good in most classes. However, in some classes there is scope to make more use of ongoing assessment to ensure that work is pitched to give an appropriate level of challenge, particularly at the lower end of the junior age group.
98. The management of English is good. The literacy co-ordinator monitors planning and has observed lessons and as a result has a good overview of the subject. She analyses test results and uses this information appropriately to set targets and plan for improvement. There is now scope to analyse results even more precisely in order to have an accurate diagnosis of achievement. Resources for English are generally good. However, the library in the infant site is housed in the entrance area, and on the junior site it is in a corridor. These arrangements prevent whole-class teaching and limit opportunities for teaching library skills.

## **MATHEMATICS**

99. The 2001 National Curriculum tests results for seven-year-old pupils were below average compared to all schools nationally and in comparison with similar schools. However, higher standards than this were seen in the work of the present Year 2 classes. Nearly all pupils are well placed to reach the nationally expected standard with the majority exceeding it.
100. The 2001 National Curriculum test results for the end of Year 6 show attainment to well above the standards expected of pupils of this age in all schools and in similar schools. During the inspection, the standard of work seen of pupils in Year 6 reflected these standards with a high number of pupils expected to achieve the national average. These standards are better than those found during the previous inspection. During the past two years, pupils have reached the targets set for them.
101. The high standards of seven-year-old pupils were reflected in the work observed during the inspection. The majority understand place value of numbers to 100, and more able pupils use numbers to a thousand. They are competent in calculations involving adding and subtracting and understand equivalence:- for example, the fact that 60 is equal to  $50 + 10$ ,  $6 \times 10$  and  $20 \times 3$ .
102. Pupils in Year 2 have good mental understanding and know the two, four, five and ten times tables, recognise the patterns on a number square and use this information well. They recognise fractional parts:- halves, quarters and, in some cases, eighths, and calculate fractional parts of numbers and shapes. The majority of pupils know when two fractions have the same value. Their understanding of shape is good with some very good features. They name and discuss the properties of a wide variety of two-dimensional and three-dimensional shapes. They also recognise symmetrical shapes. Pupils collect data about their favourite food and show their results in graphical form. They estimate length and weight and check their answers by accurate measurements.

103. The satisfactory standards in Year 6 were reflected in the lessons observed and the analysis of pupils' previous work and mathematical displays. By the time they are in Year 6, the majority of pupils, especially the more able pupils, have a good grasp of multiplication tables. The emphasis placed on mental work has resulted in many pupils handling mental mathematics confidently and accurately. Most pupils understand and use place value up to a tens of thousands in calculations involving addition and subtraction. They multiply numbers by tens and units and divide larger numbers by numbers to 10. All pupils understand fractional parts of shapes and numbers and accurately use the terms 'numerator' and 'denominator'. They know when fractions have equivalent values and relate fractions to decimals. While they understand the value of 50% and 25%, they also compare equivalent values of fractions, decimals and percentages. They have very good understanding of two- and three-dimensional shapes and describe them using correct mathematical terms. They measure angles accurately and know the angle properties of triangles and some quadrilaterals at levels above those expected of them.
104. An effective practical application of mathematics is the way in which the school encourages pupils to save through the Credit Union. Through this, they learn to save regularly, look after their own finances and spend wisely. They understand percentages applied to the 5% interest, which their capital will gain.
105. Information and communication technology (ICT) contributes well to pupils' mathematical understanding. For example, in Year 5 pupils generate graphs from databases, interrogate data to find information and use ICT to construct diagrams of symmetrical houses. Mathematics is used effectively across the curriculum. It is used well in science where pupils measure during investigations and use graphs and bar charts. A good example during the inspection was a display of Year 2 science work where pupils had used a data handling package to chart their favourite fruits. Numeracy is also applied well to history and geography.
106. The quality of teaching is good overall. Teachers follow the recommended National Numeracy Strategy to very good effect in Years 1 and 2, and to a satisfactory level in Years 3-6. They ensure that most pupils pay attention and use correct mathematical vocabulary. They provide good opportunities for pupils to explain their methods and to practise what they know. Most teachers have implemented the mental aspect of the Numeracy Strategy well and, before group activities begin, give clear instructions to pupils. In Years 1 and 2 teachers provide a very good range of activities and support for the differing levels of ability in their classes. More able pupils are well challenged and teachers give effective additional support to those who need it. There is a good balance between investigations and pupils working from textbooks. Teachers use mathematics at every opportunity across the curriculum and ensure that pupils work at a good pace. These skills impact well on pupils' quality of learning and attitudes.
107. In Key Stage 2, pupils make satisfactory progress overall. In the majority of lessons in Years 5 and 6, most pupils made good progress in most aspects. Where there are weaknesses in Years 3 and 4 it is because the pace is too slow. There is scope to extend the good quality support given to pupils with special educational needs and other pupils who need support to the more able pupils. From the lessons observed and the work analysed, there is insufficient difference in work set between the more able and average attaining pupils in Years 3 and 4. During the lessons, insufficient demands were placed on their rate of learning and the standards of presentation. Although there were no unsatisfactory lessons, some unsatisfactory aspects included the work planned for the more able in some group activities, and insufficient use of homework.
108. The curriculum is good. It is very good at Key Stage 1 but there are insufficient opportunities for investigations built into the planning at Key Stage 2. The curriculum is enhanced by 'Booster' and 'Springboard' classes for those pupils who have not quite reached the standards expected of them. The co-ordinator has led parents' meetings on mathematics for Key Stage 1 with a particular focus on numerical processes, in order to ensure that parents and teachers are using identical methods. The school makes very good provision for pupils with special educational needs and these pupils make good progress. The pupils who learn English as an additional language also make good progress. However, the good provision for those with

special educational needs is not consistently reflected in the provision for higher attaining pupils in some classes at Key Stage 2.

109. The school has not yet addressed the difference in ethos and pace between Key Stages 1 and 2. The fact that the pace and demands of the work for group activities is changed by the time pupils enter Year 3 impacts on the continuity and progress in mathematics for these pupils.
110. Considering the relatively short time since the appointment of the co-ordinator, the leadership and management of mathematics is good. The co-ordinator has introduced the National Numeracy Strategy throughout the school and teachers follow the correct format of the Numeracy Hour. Finances are very well managed and the good range of resources is well audited and allocated. The assessment co-ordinator analyses test results along with the headteacher and shares them with the co-ordinator. She has monitored many lessons and also monitored pupils' results in the national tests and the optional tests for pupils in Years 3, 4 and 5. Pupils at Key Stage 2 have met their targets in 2000 and 2001. However, some aspects have not yet been fully addressed and these are the elements which contribute to the differences in levels of attainment between pupils of seven and those who are eleven. There is scope to make greater use of assessment to diagnose areas for development more precisely.

## **SCIENCE**

111. The findings of the inspection are that the standards of attainment are above the national average at both seven and eleven years. This is an improvement since the last inspection when the results were judged to be average. There has been a steady improvement in standards from 1996 until 2001 and the schools test results have been consistently above the national average and the average for similar schools. During this period there have been no significant differences in achievement in terms of gender or ethnic groups.
112. The quality of teaching in science is good. Clear subject guidance supports teachers in their planning and their understanding of the subject is good. There is also detailed monitoring and tracking of pupils' progress and this information is effectively used to ensure that higher-attainers are challenged and pupils with special educational needs are provided with appropriate targets and support. A particularly good feature of the work in science across the school is the emphasis placed upon scientific enquiry which requires the systematic collection of evidence to answer questions and thinking to establish links between cause and effect. For example, pupils in Year 2 were learning to set up an investigation and making a string telephone before testing how sound is transmitted. They were learning the meaning of a fair test. For example using the same length of string, the same voice level and saying the same words before writing down their findings.
113. By the age of seven years pupils make predictions, investigate and compare the differences between materials and how materials can be changed. For example they mix plaster powder with water and observe that it sets and becomes solid. They learn that bread can change when it is heated or frozen and the effect of heat on butter or chocolate. They also conduct experiments to study forces using a ramp to measure how far different cars or objects will travel. Afterwards they construct a graph to record their findings. Other studies cover the topic of healthy living and the importance of a balanced diet and exercise. They use their mathematical skills to construct a block graph to record their findings. In one lesson observed during the inspection pupils in Years 1 & 2 were learning about medicines, why they are useful and when they are dangerous, as part of their topic on health and growth. They learn how to stay healthy, and why they need fruit. They learn the dangers of taking the wrong medicines. In another lesson involving Year 1 pupils, they were collecting evidence to show how humans change as they grow older. They were working out how to test their ideas and follow a simple line of enquiry with support. On this occasion, after a discussion of their ideas with the teacher, they decided to measure the feet of pupils in different classes to draw some conclusions before recording their findings. The pupils eagerly set about their investigation in small groups. By the end of the lesson they were able to talk about their findings and constructed a histogram to provide a visual picture of their findings.

114. By the time pupils leave the school pupils have a good knowledge of the importance of carrying out a fair test and the ability to plan, carry out and record investigations. They had a good knowledge of the importance of healthy living, the need to eat sensibly, and exercise regularly. They also have a good knowledge of the major organs of the body. For example, they study the structure of the heart and make graphs to illustrate pulse rates before and after exercise. They know about the life cycle of plants and study the solar system and the place of the earth in that system. The lessons are well planned and challenging. For example, in two lessons observed in Years 5 & 6 they were learning that substances like tobacco and drugs can affect the way the body functions. These effects can be harmful although some drugs can be beneficial. During the lesson pupils played a sorting game to categorise substances that are good for you and those that are harmful. Pupils sensibly discussed the various options before presenting their findings. Where there were different opinions they were carefully examined. For example, 'one pint of beer is alright, if you are not driving', 'sniffing glue is always dangerous'. The pupils were learning that it is always important to seek advice before using any drug. They were learning to debate the relative dangers of various substances and the vital importance of following the advice of parents and medical staff. An important dimension in the debate was the consideration of peer pressure. A very good feature of these lessons was the individual research carried out by pupils in preparation for the debate in the lesson. For example one pupil has carried out research on smoking using the Internet. A feature of the work in Years 5 and 6 was the responsible and measured way pupils examined the facts and presented their opinions in the debate.
115. The quality of the teaching and learning is good across the school and frequently it is very good. This is an improvement since the last inspection when it was judged to be satisfactory. At the beginning of lessons, teachers share the aim of the lesson with the pupils so that they understand what they are expected to achieve. Teachers have a good understanding of the subject. They make good links with previous learning and ensure that lessons build upon previous knowledge and understanding. Teachers use question and answer sessions skilfully and ensure that pupils of all abilities contribute at appropriate levels. Lessons are well managed and organised to ensure that all pupils play a full part. Teachers have high expectations of the pupils and lessons move along at a very good pace. For example, in one lesson in a mixed Year 5/6 class, pupils were expected to write down their opinions for a debate in terms of facts, and persuasive words to be used as well as writing some 'punchy' statements you could use.
116. The relationships between pupils and teachers and amongst the pupils themselves are very good. Pupils display positive attitudes to their work and want to achieve highly. Their work is well presented and teachers mark work constructively, supporting pupils in their achievements, and in the best examples showing how they might improve their work. Support staff use questioning to good effect to clarify the understanding of lower attaining pupils.
117. The curriculum is based upon national guidance, which underpins the progressive development of pupils skills, knowledge and understanding. Assessments of pupils are made at the beginning and the end of each unit and the monitoring of attainment and progress includes class target-setting and constructive marking. Effective arrangements are made to transfer pupils from Years 1 & 2 to Years 3 & 4. The science programme provides very good opportunities to develop and apply their literacy and numeracy skills. For example, pupils write accounts of their investigations and the equipment used. An integral part of lessons is the discussion of what pupils are going to do and what they intend to find out.
118. The school has recently appointed a new science co-ordinator who has a good grasp of the subject. Already she has received strong support from the headteacher and plans are in place to adopt Curriculum 2000 levels in the planning of work and the assessment of progress. The school also intends to implement the monitoring of teaching involving the school management team and the new co-ordinator from spring 2002. An element of these plans will be the need to ensure that the assessments of progress made will be used to inform the future planning of lessons. The resources for science are good.

## **ART AND DESIGN**

119. Standards are above those expected for pupils at seven and 11 in all aspects of art and design, and this reflects a significant improvement compared to the previous inspection.
120. Observational drawings, the use of a viewfinder, painting skills and the use of art for a wide range of purposes are some of the good features of pupils' work in Years 1 and 2. Pupils work with sensitivity and care, using a wide range of techniques and materials. They handle equipment very competently and plan, organise and show very creative skills as they develop their own designs and patterns. This was very well reflected during a Year 2 art lesson on printing where pupils painted carefully within the outlines and, using card, created varied and interesting swirls and shapes which they printed. Another group also created interesting shapes and textures using string and their designs, especially those of snails, demonstrated very good observational skills and care.
121. The development of these skills at Key Stage 2 results in inspirational work from pupils in all classes in all aspects of art. The work seen during art lessons, observations of art displayed throughout the school and the discussions with pupils reflect enthusiasm for art and very good artistic interpretation and sensitivity. Pupils delve beneath the artistic style and appreciation, and understand the personal and social situations of many artists. The contribution of these elements to their art, is higher than normally expected in schools.
122. This was very well illustrated during Year 6 art lessons where one class studied the art of Roy Lichtenstein. They appreciated his style, especially the use of lines to suggest movement, and compared his use of primary colours with the subtle colours so evocative of the Tudor period and used by the Old Masters. The teacher's wealth of personal skills in art enabled her to lead the pupils through the social issues, i.e. his cartoon-like images of war in order to mock war and his early artistic experiences:- designing wrappers for chewing gum. By the end of the lesson, pupils had rapidly progressed from copying elements of his style, which highlighted artistic effects to deciding on stories they could illustrate in his style. In the other Year 6 class, pupils learned how Degas developed the effect of movement by their study of ballet scenes and ballet dancers. The skills of the pupils in smudging the chalk and yet maintaining clear outlines where necessary, and showing the fluidity of the movement of the limbs and positions held by ballet dancers, were exceedingly high. Other pupils in the class with equally high levels of thought and artistic skill studied 'Racing at Longchamps' and, using pencil in most cases, drew exceedingly accurate pictures reflecting the movement of horses and the precise areas of shadow.
123. Pupils have excellent attitudes to art. Their levels of concentration and commitment are excellent. Observation of pupils listening to teachers, absorbing more information and then discussing their views with vocabulary and understanding well beyond their years, is very high. These aspects reflect not only very high quality teaching and learning but also excellent attitudes to the subject, and a genuine desire to excel. Art makes an excellent contribution to pupils' spiritual, moral, social and cultural development and, by the active involvement of parents who are artists and the community, together with visits, prepares them well for citizenship.
124. The quality of teaching is very good with some excellent features. Pupils' work reflects excellent teaching of basic skills and artistic techniques, excellent knowledge and understanding, and very high expectations. Teachers use a very wide range of resources, which pupils in turn use for reference and in developing an excellent investigative aspect and the consideration of fine detail. The purposeful and well-focused use of sketchbooks contributes to pupils' artistic skills. For example, throughout Key Stage 2 pupils experimented with the tones and textures of pencils from very hard to exceedingly soft and, as a result, knew the most suitable one for their purpose. Pupils in Years 3 and 4 were expected to analyse small areas of pictures with an emphasis on accuracy of shape, proportion and texture and, having achieved that successfully, justify their reasons for the facial expressions of L. S. Lowry's characters. Sketchbooks were further used when pupils experimented with colour and blends of colour when copying the skies in Lowry's art and then incorporated these tones into their own illustrations.



125. There are many reasons for these very high levels of improvement since the previous inspection:
- one is the very high standard of curricular planning which supports the teaching and development of pupils' knowledge and understanding of art as well as their artistic skills.
  - Art has an exceedingly high profile within the school; the displays include not only pupils' work but also prints of famous artists' work, and well researched accounts of the artists' styles and their social and personal situations.
  - The quality of teaching is very good throughout the school, with a very high percentage of excellent teaching, both in the lessons observed and reflected in pupils' knowledge and understanding.
  - The subject is very effectively led and managed. The co-ordinator has already formulated a detailed development plan, is exceedingly aware of the high standards achieved and is consistently striving for higher standards, not only in the visual elements of art but also in pupils' understanding and creative development.
  - The co-ordinator also knows and values the many strengths and the intellectual understanding of the teachers, and as a team they continually strive for higher standards and, in doing so, increase their own knowledge.
126. The curriculum includes an effective blend of structure within which teachers use their personal interests, flair and knowledge. As a result, pupils gain high levels of understanding of the artists' styles and are able to realise that high quality art exists in a wide range of contexts.

## **DESIGN AND TECHNOLOGY**

127. Standards in design and technology are in line with expectations and have improved since the previous inspection. No lessons were observed during the week of the inspection but there were many examples of pupils' completed work on display. Displays around the school, and discussions with pupils and the co-ordinator, show that standards of achievement by pupils aged seven and 11 are in line with standards expected for pupils of their age groups. Particular strengths are in the planning and evaluation of the work throughout the school and the range of design and technology activities.
128. By the age of seven, pupils cover a wide range of design and making tasks, a particularly good example being their study of hinges and the many ways in which materials can be joined. In Year 1, they successfully make models from recycled material and study the ways in which the materials chosen suit their purposes, for example, transparent paper for windows and wooden effects for the doors of the homes. They designed and made bonnets in the style of those worn during the Victorian period. By the end of Year 2, pupils have progressed to activities that more clearly define the stages of designing, making and evaluating. They made sandwiches having decided on the ingredients and then recorded their investigations. Pupils also designed plates of healthy food, which was an effective link with their scientific studies. They made good progress, learning to be accurate at the same time as using a wide range of materials.
129. By the time they are 11, pupils extend the range of their designs, and making and evaluating are even more challenging. This was evident from the display of slippers where pupils had studied the purposes, and, the possible ranges of materials. Pupils had recognised the importance of the need to measure and finish accurately. The designs and finished products were of a high quality. During the year, they incorporate construction equipment and information and communication technology (ICT) into their designs and models. During the previous year, pupils made kites with wooden frames and evaluated their success. Literacy was well incorporated into the subject when pupils designed and made Caribbean-style masks based on the book 'Why Tortoises Can't Fly'. Pupils have also designed and made pop-up cards.
130. Pupils have very positive attitudes to the subject. They speak with animation and knowledge based on activities undertaken over a year ago. This reflects a very positive response to the wide-ranging demands made by teachers. Many of the finished products show high

expectations on the part of the pupils and teachers in terms of imagination, suitability for the purpose, and presentation. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress.

131. Although it is not possible to comment on the quality of teachers' performances in lessons, the quality of pupils' work and the wide-ranging experiences, including the use of construction materials, reflect good teaching throughout the school. Strengths are in the teachers' subject knowledge, high expectations and personal skills, and these contribute to pupils' high quality learning.
132. Although the previous report stated that standards were in line with those expected of pupils aged seven and 11, pupils now have a richer and more varied and demanding range of opportunities within the subject. The co-ordinator has worked hard to improve the curriculum and give support to individual teachers. Teachers' long-term planning is now based on a scheme of work providing clear guidance on skills required, and whole-school arrangements for assessing pupils' levels of attainment are up-to-date. The co-ordinator also monitors the standards of pupils' work as well as teachers' planning, and has been instrumental in the development of design and technology throughout the school.

## **HISTORY AND GEOGRAPHY**

133. Attainment exceeds that expected of pupils aged seven and eleven in history, and is similar to national expectations in geography. Overall standards have been maintained in geography and have improved in history since the last inspection.
134. In Year 2, pupils demonstrate their knowledge of the work of Louis Braille as they see the tools demonstrated and benefit from the use of a television programme as well as the explanations provided by visitors of the importance of his invention. This is extended through their reading about guide dogs. In geography, pupils write about places they visited on their holidays and locate them on a map. In their study of the weather, they show understanding of seasonal variations.
135. In Year 4, in their study of the Ancient Egyptians, pupils demonstrate good knowledge of the Pyramids as tombs and understanding of the Egyptians' belief in life after death. Pupils build on their knowledge exemplified from previous work and use a rich display which acts as a reference. In Year 6, pupils display a wealth of knowledge about the Tudors and explore the reasons behind Henry the Eighth's divorce from Catherine of Aragon. Pupils draw on their extensive knowledge of the period and use research to answer specific questions. In geography, pupils in Year 6 compile a database comparing St Lucia to the UK, including a range of features and themes.
136. In both subjects pupils, including those with special educational needs and English as an additional language achieve well against their prior attainment. Achievement is mainly reflected in their increasing use of historical evidence to record their findings and of different sources of information. Pupils' attitudes to both subjects are very positive. They listen attentively and work collaboratively on tasks. This contributes to the progress they make.
137. No geography lessons were seen in the course of the inspection and there is insufficient evidence to make a secure judgement about the quality of teaching in the subject. The quality of teaching in history is good overall and occasionally very good or excellent. Effective links are made to previous work enabling pupils to draw on what they already know, for instance when studying the Egyptians and the Tudors. Good use is made of brainstorming and skilful questioning to enable pupils to recall what they know about the topic. A distinctive feature in the teaching is the development of pupils' research skills and the encouragement of pupils to use discussion and collaborative methods when working independently. Work is carefully matched to pupils' different abilities with high-attaining pupils being appropriately challenged.

138. The curriculum both in history and geography is enhanced through extra curricular-activities and fieldwork. Pupils visit museums and the village of Godstone when studying a locality in contrast to Lewisham. The coordinators have good subject knowledge and a good overview of the subjects' development. Standards and the presentation of work as well as the matching of work to different abilities is carefully monitored through work sampling. Resources for history are plentiful and are well deployed with attractive displays.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

139. At the age of seven pupils' attainment is in line with national expectations and at eleven years old exceeds expectations. The majority including those with special educational needs and pupils with English as an additional language achieve well in relation to their prior attainment. For older pupils this represents a significant improvement since the last inspection when their ICT capability was in line with national expectations. Achievement is mainly reflected in the confidence pupils have in learning new skills and in the range of applications where learning is being enhanced in several subjects. The key factors in this improvement is the addition of an information and communication technology suite for older pupils and the increased confidence of staff in teaching the subject. This is the result of effectively targeted training and the expertise of the subject leaders whose guidance to colleagues is highly appreciated. Clear priorities for the subject have been identified with all developments being effectively monitored and evaluation used judiciously to improve provision and standards. Assessment in the subject is well integrated into the teaching with further improvements being planned.
140. Pupils make good gains in a range of skills, which are regularly practised using computers based in the classroom. Lessons are well planned in Years 1 and 2, with most activities being linked to other subjects. For example, pupils use ICT to consolidate their knowledge of shapes in mathematics. They name and match shapes like cuboids and cylinders to the corresponding names successfully. In literacy lessons, they use the Red Riding Hood story to access different sections, and listen to and explore the program to inform their writing. The majority are familiar with basic operations, like using the mouse and software content to enable them to explore it independently.
141. In Key Stage 2, pupils build on previously acquired skills and benefit from access to the ICT suite. In Year 4, they use skills to amend a text and produce a newspaper report. They demonstrate skills in using a range of functions like changing fonts, emboldening headlines and using the spellchecker. The majority of pupils know how to log on, save their work in a folder and log off. In Year 5, pupils use geometric tools to create patterns by repeating them, showing skills in manipulating shapes, using a graphics package and trialing a number of possibilities before they decide on their final choice. In Year 6, pupils use a program called hyper-studio to create multimedia presentations. They use their knowledge and evaluation of other packages like CD-ROMs and web sites to design cards and create a menu of sounds, selecting and experimenting with different voices including their own and importing music from a CD.
142. Pupils throughout the school are interested in and motivated by the use of information and communication technology. They listen attentively during presentations and are eager to try programs. They collaborate well when working in pairs and groups of three and this is true even of the youngest pupils. Pupils are tolerant and patient when waiting to take their turn on the computer.
143. Little direct teaching of ICT was seen during the inspection in Key Stage 1. However when pairs are working on the computer, the teacher checks that they are working appropriately and making progress. The quality of teaching in Key Stage 2 is at least good and occasionally very good or excellent. Teaching has improved since the last inspection and the majority of teachers are confident. Lessons are well structured and have clear learning objectives, which are shared and made accessible by frequent reference to them at different points in the lesson. Demonstration of new skills is effectively conveyed and illustrated on the projector with the

technician making a valuable contribution to the teaching of the subject. Skilful questioning is used to focus on the key learning points and effective interventions and support for individuals enable all pupils to have equal access to the activities. Pupils are carefully grouped and are strategically paired with peers who are supportive. There is evidence that improving subject knowledge is enabling pupils to make good progress in lessons and over time.

## MUSIC

144. Pupils' attainment in music is above that expected at seven and eleven years. This represents an improvement since the last inspection when it was judged to be satisfactory for pupils up to the age of seven and no judgement was able to be made for pupils in Years 3-6. The quality of singing across the school is very good. During assemblies and in hymn practices pupils sing a wide range of hymns and songs from a variety of cultures. For example, 'Be Bold, Be Strong, Shalom', 'He's Got the Whole World in His Hands', and 'My God is So Big'. Pupils sing with enthusiasm, enjoyment and commitment. They listen carefully to instructions and explanations and respond appropriately, especially to the idea of a 'Big Finish' in the singing. Joy is evident on the faces of the pupils as they sing. Pupils including those with special educational needs and English as an additional language make good progress as they are given opportunities to join in singing and music making with instruments.
145. The school uses a specialist music teacher who works in the main school and the annexe and more time has been allocated to music since the last inspection. By the age of seven pupils are provided with opportunities to sing songs, explore rhythms, use percussion instruments, learn music for Christmas and Easter concerts as well as composing a class instrumental piece of work. They also have opportunities to listen to a range of music, for example the 'Nutcracker Suite' or the 'Carnival of the Animals'. In one lesson observed during the inspection, Year 2 pupils were playing an instrumental song in four groups, using triangles and beaters, castanets, tambourines and maracas. Every pupil had an instrument and played as part of a group. They were exploring and repeating short rhythmic patterns, learning to hold the instruments correctly as they were singing and playing together. By the end of the lesson they had learned how to handle the instruments correctly, play their parts in turn and to follow a disciplined sequence as they sing and perform. They sing with a sense of the melody and perform simple patterns and accompaniments to a steady pulse.
146. By the age of 11 years pupils have a knowledge of rhythmic notation and are introduced to pitch notation. They sing with percussion accompaniment and compose a Christmas Carol in each class. They also listen and discuss a range of music including opera, folk and classical music. In Years 3 & 4 pupils are introduced to recorder playing and learn breath control and finger techniques and achieve a good standard of performance. In one lesson observed pupils in Years 3 & 4 were focusing on rhythm and singing. After a discussion of rhythm pupils were required to identify a clapping rhythm from several songs like 'Autumn Days' and 'Baa Baa Black Sheep'. They were also learning to explore how sounds can be organised, simple notation involving the number of beats in a bar and performing simple patterns keeping to a steady pace with singing and chime bars. Pupils were singing with enjoyment and enthusiasm and clapping in time with vigour. In another lesson in Year 3 they were performing the tune 'Turn on the Sun'. Once again they clap rhythmically and recognise the number of beats in a bar of the music played.
147. Strong features of the music in the school are hymn practices and singing times. Pupils sing with an accurate pitch, and a good feel for rhythm. They have very good vocal projection and participate with enthusiasm and enjoyment. All pupils including those with special educational needs participate fully and the behaviour and concentration are excellent.
148. The quality of the teaching and learning is good. Singing is very well taught throughout the school. Learning objectives are shared with the pupils and effective explanations and demonstrations enable pupils to develop a good grasp of the key elements. The main emphasis of the work is on singing, playing and performing skills with some opportunities for creating and developing musical ideas, for example, composing their own Christmas Carol. There are fewer opportunities for responding and reviewing skills with musical instruments.

Assessment and progress in music are at an early stage and Curriculum 2000 levels are not used for the planning of lessons and the assessment of progress.

149. The resources for music are good and include a good range of treble, tenor and descant recorders. There is also a wide range of percussion instruments like metalophones, glockenspiels, xylophones and a range of small percussion instruments. There is a policy document and scheme of work that is based upon national guidelines. This helps to ensure progression and coverage of the work.
150. Music contributes strongly to the spiritual and social life of the school. Preparing for Christmas and Easter concerts and working hard to produce performances of a high standard is an essential part of the work. The extra-curricular activities like the choir and steel pans also assist this process. A discussion with pupils from Years 5 and 6 confirms that pupils enjoy music lessons and activities as they progress through the school and they take great pride in their musical achievements. At the time of the inspection there was no additional specialist instrumental tuition available but plans were in hand to develop this.

## **PHYSICAL EDUCATION**

151. By the age of seven and eleven years pupils, including those with special educational needs and those with English as an additional language achieve average standards. This was also the judgement of the previous inspection. However the school has now achieved a better coverage of the aspects of the subject and all pupils have opportunities to learn gymnastics, games, dance and swimming as they progress through the school. The development of football skills is a strength of the programme. The school football team has been very successful in recent years having won the Lewisham Schools' League for four years in succession. It is also notable that the girls' football team won their league and the major girls' cup competition. The school uses an instructor to teach gymnastics and athletics during the summer term. In the lessons observed that were led by the instructor there was good lesson structure with appropriate warm up activities. In the lessons seen teaching was mainly good. However, the reviewing of performance and the focus of improving skills is not always given sufficient importance in some lessons.
152. By the age of seven, pupils learn to acquire a range of skills and perform imaginatively showing floor work and exercises using apparatus. In one gymnastics lesson observed during the inspection pupils in Year 1 were learning to use space stopping in a wide position and in a curled up position. They learned to jump forwards and sideways and to make good soft landings. They were able to copy, explore and perform basic actions in response to teacher led stimuli. They used the climbing apparatus and benches responsibly. The lesson contained a good level of challenge but there were not sufficient opportunities to observe good performance in order to improve their skills. For example, the difference between soft and heavy landings. The pupils have a positive attitude to their work and behaved well and listened carefully to instructions. In another lesson pupils in Years 1 & 2 were developing their dance work using the Music and Movement tape 'Stuck in the Mud'. Pupils demonstrated good control and co-ordination as they followed simple patterns of movement in time with the music. However, there were insufficient opportunities to evaluate, practise and improve their work during the lesson.
153. By the age of eleven years, pupils experience a wide range of activities and games and the school takes full advantage of the restricted playground and the local park for athletics in the summer. Pupils in Years 3 & 4 attend the local swimming pool. Achievements range from 'Puffin' standard to swimming 25 metres and beyond. In one lesson involving Year 3 pupils the focus was on moving at different speeds and directions. The lesson included floor work and moving on apparatus. The lesson was appropriately organised and the work challenging but there were too few opportunities to evaluate their work and to look for ways of improving their performance. Good account was taken of health and safety factors and the pupils used the apparatus with care.

154. Year 6 pupils were observed developing their game skills in the playground. The main content of the lesson was about developing skills in running with the ball, tackling, changing direction and speed and working in teams. Before the skill training started there were appropriate warm up exercises, learning to run with a partner, keeping equal spaces between partners while running forward, backward and sideward. The remainder of the lesson was concerned with dribbling the ball, passing and tackling as well as developing tactics for attacking and defending. The pupils were eager to participate and worked through the tasks in a highly disciplined manner. There were very good relationships in pairs and small teams and they listened attentively to the instructions of the teacher. The behaviour was excellent.
155. A particularly good feature of this lesson was the regular opportunities provided to observe good performance to evaluate why some ideas worked and others were less successful. The knowledge and control of the teacher had a very good impact on the quality of learning. Boys and girls and pupils with special educational needs all make good progress.

156. The co-ordinator has made use of the Val Sabine scheme of work to structure the programme and skill lists have been developed for games, gymnastics, dance and swimming. At the moment there is no overall assessment of progress based upon the Curriculum 2000 levels and similarly no monitoring of teaching for planning and coverage. The school is very successful in motivating pupils to participate in a wide range of activities and physical education plays a strong role in the development of social skills. Resources for gymnastics are good and there is good provision of equipment for games. Pupils take advantage of a range of extra-curricular activities and large numbers volunteer to stay after school to practise their games skills. Football is particularly well represented in after school clubs. In addition there is, tag-rugby, Irish dancing, basketball, netball.