

INSPECTION REPORT

JOHN RUSKIN PRIMARY SCHOOL

Southwark, London

LEA area : Southwark

Unique Reference Number : 100798

Headteacher : Mrs L. Coleman

Reporting inspector : Mr G.R. Logan
11810

Dates of inspection : 1st – 5th November 1999

Under OFSTED contract number: 706543

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

Type of control : County

Age range of pupils : 3 to 11

Gender of pupils : Mixed

School address : John Ruskin Street
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Appropriate authority : The Governing Body

Name of chair of governors : Mrs J. Taylor

Date of previous inspection : 27th – 31st March 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr G.R. Logan, Rgl	Physical education	Attainment and progress Teaching Leadership and management
Mr G. Humphrey, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Efficiency
Mrs S. Brown	English Under fives	
Mrs M. Harrison	Art Design and technology Special educational needs The Language classes	
Mr M. Best	Science Music	Curriculum and assessment
Mrs S. Metcalfe	Information technology Religious education English as an additional language Equal opportunities	Spiritual, moral, social and cultural development
Mr M. Ward	Mathematics History Geography	Staffing, accommodation and learning resources

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Main findings

What the school does well

The school has made substantial progress since the last inspection.

- Educational standards have risen significantly in the last two years.
- The school benefits from good leadership and management.
- There is good provision for the social development of pupils.
- The school successfully integrates pupils from a diversity of cultures.
- The Language Classes are a strength of the school.
- The quality of relationships and racial harmony are strengths of the school.

Where the school has weaknesses

Standards in English are below average.

- I. The use of assessment information in planning, particularly for higher attaining pupils, is inconsistent.
- II. The provision for the youngest children is of uneven quality.
- III. Curriculum monitoring is not yet fully effective.
- IV. There are weaknesses in the marking of pupils' work.
- V. The library is underused as a resource and, as a result, pupils' library skills are weak throughout the school.

This is a rapidly improving school which has made substantial progress since the last inspection. The governors will prepare an action plan outlining how the weaknesses will be tackled. A copy will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The previous inspection of the school identified a substantial number of areas for development. The school has made very good progress in improving the provision for information technology. The school has worked hard to improve standards in other subjects and has, notably in the last year, made good progress. However, variations still exist across the school. There has been good progress in the development of a whole-school curriculum policy as a sound basis for teachers' planning. The school continues to work to consolidate curriculum initiatives which have been introduced. There has been good progress in developing the quality of teachers' planning. There remain some inconsistencies in the extent to which differentiation is clearly articulated [E1] in planning across the school. Progress in developing assessment procedures has been good, although this information is not always used consistently in planning of future work. The quality of marking remains a weakness in some classes. There has been good progress in improving the provision for pupils' spiritual and cultural development. Strategies have been put in place to enable the cost-effectiveness of spending decisions to be evaluated and progress has been satisfactory. The legal requirement for the daily act of collective worship is now met.

There is evidence of satisfactory or good progress in all areas, in the context of steadily improving levels of attainment. Progress has been good overall and the school demonstrates a good capacity to deal with the remaining areas for development.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	E (E)	D (C)	<i>well above average</i>	A
Mathematics	D (C)	B (A)		
Science	D (C)	B (A)		

(Figures in bold type and brackets indicate the comparators when Language Class pupils are not included)

This information shows that in 1999 standards by the age of eleven, when all pupils are included, are below average in mathematics and science and well below average in English in relation to schools nationally. Standards are below average in English and above average in mathematics and science, in relation to those achieved in schools with similar intakes of pupils. All of the Language Class pupils have statements of special educational need. When these pupils are not included, standards in the main school in mathematics and science are in line with the national average, while standards in English are well below average. Standards are well above average in mathematics and science and average in English in relation to those achieved in schools with similar characteristics.

The inspection found that standards are average in mathematics, science, information technology and religious education at the end of both key stages. Standards are below average in English at the end of both key stages. There was a significant improvement in the school's performance in all areas in the national tests at the end of Key Stage 2 in 1999. Progress is satisfactory in the other subjects of the curriculum, good in physical education at Key Stage 1 and in history at Key Stage 2. However, weaknesses in literacy skills, related in part to the high percentage of pupils who have English as an additional language, affect pupils' progress across the curriculum. Children enter the nursery classes with levels of attainment which are well below average. The provision for under fives is good in the off-site nursery and the reception classes and children make at least satisfactory progress. Progress over time in the main school is variable, reflecting variations in the teaching across the school. Pupils with special educational needs and those who have English as an additional language make at least satisfactory progress.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science	-----	Satisfactory	Satisfactory
Information technology	-----	Satisfactory	Satisfactory

Religious education	-----	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Teaching is satisfactory or better in 93 per cent of lessons. In 42 per cent it is good and in a further six per cent it is very good. Seven per cent of teaching is less than satisfactory. Teaching is slightly stronger for pupils in Key Stage 1 than in Key Stage 2, where there is some inconsistency in the quality of teaching during the key stage. The best teaching in the main school was observed in the provision for the under fives in the off-site nursery class and the two reception classes. Here, almost two thirds of lessons were good or better. A significant proportion of the best teaching relates to the specialist provision in the Language Classes, where teaching was good or very good in all lessons observed. The withdrawal teaching for pupils with special educational needs, the teaching of pupils with English as an additional language and the recently introduced specialist support in information technology all displayed good teaching. Many staff are effective practitioners, with well-developed classroom management skills, who build good relationships with pupils and encourage them to achieve high standards. Recent curriculum initiatives have been well supported by teachers. Subject knowledge is generally secure. There is specialist support for information technology which is helping teachers to develop their skills and knowledge. In one nursery class there is limited understanding of the curriculum for under fives and not all activities meet the children's needs. The teaching in that class is often unsatisfactory.

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

Other aspects of the school

Aspect	Comment
Behaviour	Learning attitudes and behaviour are good overall.
Attendance	Attendance is good.
Ethos*	The ethos of the school is good, as are relationships. There is a clear commitment to raising standards.
Leadership and management	There is a clear educational direction for the school. The headteacher and deputy headteacher provide good management supported by a committed governing body and staff.
Curriculum	The curriculum is broad and balanced, reflecting the desirable learning outcomes ¹ for the under fives, the requirements of the National Curriculum and of the locally agreed syllabus for religious education.
Pupils with special educational needs	Provision for pupils with special educational needs in the main school is satisfactory. The provision in the Language Classes is good.
Spiritual, moral, social & cultural development	Provision for social development is very good. The school makes good provision for moral and cultural development and provides satisfactorily for spiritual development.
Staffing, resources and accommodation	There are sufficient teachers and support staff. Good arrangements are in place for the professional development of all staff. Resources are good. Accommodation is spacious and well maintained, although there is no grassed area for pupils' use. One

¹ [Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.](#)

	nursery is located away from the main site.
Value for money	The school provides good value for money.

** Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

" **The parents' views of the school**

Eight parents attended a meeting with inspectors before the inspection and 43 parents returned completed questionnaires.

What most parents like about the school	What some parents are not happy about
VI. Pupils make good progress and do well when they move to secondary school. VII. The information provided by the school is good. VIII. The school promotes high expectations for behaviour and has good strategies for managing discipline and behaviour. IX. The school is very responsive to suggestions and complaints.	X. Inconsistencies in the setting of XI. Some felt that boisterous behaviour in

The inspection confirmed that there is some inconsistency in the setting of homework.

During the inspection week all inappropriate behaviour observed in the playground was challenged by teaching and support staff.

Key issues for action

The school has made substantial progress over the last two years. To promote further improvement in the overall quality of education and in the standards achieved, the governing body, headteacher and staff should:

- 1) raise standards further in English across both key stages: in reading, in speaking, in the development of opportunities for extended writing and in the quality of handwriting and presentation;
(paragraphs: 10, 17, 18, 112-119)
- 2) ensure that provision for all children in the nursery classes is of a similar high standard;
(paragraphs: 12, 23, 38, 41, 47, 95-96, 101, 103, 105, 107-108)
- 3) improve the consistency and rate of pupils' progress by:
 - (i) ensuring that assessment information is used consistently to inform the next stage of learning, especially for those pupils who are potential higher attainers;
 - (ii) ensuring that the school's marking policy is fully implemented and monitored;
 - (iii) monitoring the delivery of the curriculum with greater rigour.

(paragraphs: 23, 38, 40, 55, 57-59, 79, 88, 111, 121, 128, 140-141, 143, 148, 150, 154, 156, 165, 194, 201)

In addition to the key issues above, a number of less important weaknesses should be considered for inclusion in the action plan:

The limited opportunity for older pupils in swimming;
(paragraphs: 208, 210)

The accessibility of the library to support pupils' research skills;
(paragraphs: 18, 90, 93, 120, 124)

Pupils' punctuality.
(paragraph 30)

(iii) Introduction

Characteristics of the school

1. John Ruskin Primary School serves a diverse inner-city area, in the London Borough of Southwark. The immediate environs of the school consist of social housing, mainly low-rise and high-rise flats, and some streets of Victorian terraced housing. These are largely converted into flats. The majority of homes in the area are rented. Some housing is used as temporary accommodation and this contributes to the high levels of pupil mobility which are common in the area. Most pupils enter one of the two nursery classes on a part-time basis in the term after their third birthday. They normally transfer to the reception class during the year in which they become five.
2. The school was established in 1899 and celebrated its centenary at the end of the last school year. It occupies a compact site with good hard play facilities. There is no ready access to grass surfaces. The larger of the two main buildings houses all the main school classes, while the other provides accommodation for one nursery class and the Language Classes. The off-site nursery is accommodated in a modern building about ten minutes walk away from the main school.
3. At present there are 363 pupils on roll, 203 boys and 160 girls, all attending full-time. In addition, there are 103 part-time pupils, 62 boys and 41 girls, who attend morning or afternoon sessions in one or other of the nurseries. The Language Classes accommodate 31 pupils and there are currently 24 pupils in attendance, 19 boys and five girls. The school is much bigger than many other primary schools. Almost 70 per cent of pupils are supported through Ethnic Minority Achievement Grant funding. Around 55 per cent of pupils speak English as an additional language. This is a very high percentage in relation to schools nationally. Forty-seven per cent of pupils are known to be eligible for free school meals. This is well above the national average. One hundred and two pupils are listed on the school's register of special educational needs. This is above the national average. Two pupils in the main school and all pupils in the Language Classes have statements of special educational need. Taken together, this is well above the national average.
4. The school's primary goal is to enable children to strive for and achieve excellence and high levels of achievement in all areas of the curriculum. To this end, the school seeks to encourage high expectations, to provide a stimulating environment, to give children an appreciation of the multi-cultural world in which they live, to develop social skills, positive moral values and to work in partnership with parents.
5. Current priorities on the school development plan include the raising of levels of achievement, improving the quality of teaching, the effectiveness of assessment and differentiation, the consistency of marking, standards of presentation and the effectiveness of co-ordinators. There is to be further input to management training, special educational needs and to the development of the school buildings.

Key Indicators

Attainment at Key Stage 1²

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	37	21	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or Above	Boys	23	23	28
	Girls	18	17	20
	Total	41	40	48
Percentage at NC Level 2 or above	School	71 (62[E2])	69 (59)	83 (80)
	National	82 (80)	83 (81)	87 (85)

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 2 or Above	Boys	22	25	22
	Girls	18	19	21
	Total	40	44	43
Percentage at NC Level 2 or above	School	68 (63)	76 (80)	75 (49)
	National	82 (80)	86 (85)	87 (86)

(The figures recorded in the above table include the pupils in the Language Classes)

Attainment at Key Stage 2³

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	35	26	61

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	23	30
	Girls	15	15	19
	Total	32	38	49
Percentage at NC Level 4 or above	School	52 (33)	62 (23)	80 (42)
	National	70 (65)	68 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	19	23	30
	Girls	17	15	20
	Total	36	38	50
Percentage at NC Level 4 or above	School	59 (51)	62 (51)	82 (51)
	National	68 (65)	69 (65)	75 (72)

(The figures recorded in the above table include the pupils in the Language Classes)

Attendance

Percentage of half days (sessions) missed through absence for the			%
	Authorised	School	5.5

3

Percentages in parentheses refer to the year before the latest reporting year

latest complete reporting year

Absence	National comparative data	5.6
Unauthorised	School	0.3
Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	6
Satisfactory or better	93
Less than satisfactory	7

5. **PART A: ASPECTS OF THE SCHOOL**

5. **Educational standards achieved by pupils at the school**

5. **Attainment and progress**

6. At the time of the last inspection, standards were considered to be broadly average. Standards in all subjects, apart from information technology, were average overall. This, however, concealed excessive variation in standards across the school. These variations were evident within the key stages and between some pairs of parallel classes. Some unsatisfactory lessons were observed in all subjects except art, design and technology and religious education. Standards of literacy and numeracy were lower in Key Stage 2 than in Key Stage 1. Standards in the nursery were satisfactory or better in all areas. Provision for pupils with special educational needs was satisfactory.
7. Since 1995 the school has faced the challenge of measuring itself against, and keeping pace with, steadily rising standards nationally, as measured in the end of key stage tests. A number of factors exist which the schools identifies as potentially affecting levels of attainment in this socially and ethnically-diverse community. The proportion of pupils with special educational needs is above average. The findings of the current inspection indicate that these pupils are making satisfactory progress. The school has a very high proportion of pupils with English as an additional language. Evidence gained during the inspection indicates that this group of pupils is making secure progress and is achieving appropriately. A significant proportion of children enter school with limited social and language skills and a range of indicators of deprivation. The school experiences one of the highest levels of turbulence within its authority, whereby pupils join and leave the school frequently, causing higher than normal levels of pupil turnover. This amounts to about 12 per cent movement in some year groups between the end of Key Stage 1 and the end of Key Stage 2 and may contribute to the difficulty of maintaining high attainment levels.
8. The school has adopted both the literacy initiative and the numeracy project and there is evidence that this input is having a positive effect on attainment by the end of Key Stage 2. Standards in 1999 rose sharply in Key Stage 2, after a poor year in 1998. The majority of pupils make satisfactory or good progress as they move through the school.
9. For the last four years attainment in the end of key stage tests has been variable. There has been significant improvement in all areas, other than reading, at Key Stage 1 in 1999. Attainment in Key Stage 1 is well below the national average in reading and writing and below average in mathematics. However, in mathematics and writing, attainment is in line with that achieved in schools with similar characteristics, while attainment in reading in 1999 is above that achieved in similar schools. [E3]In science, on the basis of teacher assessment, attainment is below the national average for pupils achieving the expected level 2⁴. A higher number than expected nationally have achieved the more challenging level 3. The 1999 results show a steady improvement on standards achieved over the previous three years, other than in reading. These figures

⁴ By the end of Key Stage 1, pupils are expected to achieve level 2 in all National Curriculum subjects. Those who achieve level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach level 4 by the end of the Key Stage 2. Pupils who reach level 5 are therefore attaining above the nationally expected level for their age.

include both the pupils in the main school and those in the Language Classes, all of whom have statements of special educational need. If the Language Class pupils are not included, then standards in 1999 are in line with the national average in all areas and very high in all areas in relation to those achieved in schools with similar characteristics.

10. At Key Stage 2, standards in the end of key stage tests showed some improvement between 1996 and 1997, to a greater extent in science and English than in mathematics. In 1998, standards in English and mathematics were well below the national average at the expected level 4 and at the more challenging level 5 and very low in science. In 1999, there has been an improvement in levels of attainment. Standards in mathematics and science are below average and well below average in English in relation to all schools. In relation to similar schools, results are above average in mathematics and science and below average in English. These figures include both the pupils in the main school and those in the Language Classes, all of whom have statements. If the Language Class pupils are not included, then attainment is in line with the national average in mathematics and science and well below average in English in relation to all schools. Standards are well above average in mathematics and science and in line with the national average in English in relation to schools with similar characteristics. An above average number of pupils have achieved the more challenging level 5 in mathematics and science, in 1999. Overall, attainment in the school has strengthened considerably and particularly at Key Stage 2. This is most marked in pupils' performance in mathematics and science. Standards in English remain more resistant to improvement and this reflects in large measure the high proportion of pupils with English as an additional language.
11. There are no variations of consequence in pupils' performance relating to gender or ethnic background.
12. Children start nursery with abilities and skills which are well below average in relation to those expected for their age. This is particularly so in language, literacy and mathematics. Children make satisfactory progress in most areas of development, with good progress in language and literacy, in personal and social development and in creative development. In physical and creative development they make good or very good progress in the off-site nursery and the two reception classes. However, most children remain below the expected standards for their age in most areas of learning by the age of five and do not achieve the national desirable outcomes. By the age of five the majority of children attain or exceed the expected standards for their age in personal and social development and in creative development. Attainment in physical development is above the level expected. Attainment in language and literacy, mathematics and knowledge and understanding of the world are below the standard expected by the age of five. Children are beginning to recognise and name sounds and letters, with some knowing most of them. A significant number still find it difficult to form letters accurately. Many are able to write their names independently by the age of five. The development of language skills is better in the reception classes and the off-site nursery than in the on-site nursery. Most children recognise numbers to twenty and can place them in order. They recognise two-dimensional shapes and can make and describe simple patterns. They are developing an awareness of simple addition by handling objects as they 'count on'.
13. Inspection findings indicate that, at present, at the end of both key stages, standards are

average in mathematics, science, information technology and religious education but below average in English. Standards in literacy are below average in both key stages, although the literacy strategy is beginning to have a positive effect. There are occasional opportunities for pupils to develop their literacy skills across the curriculum. Standards in numeracy are satisfactory across the school. Pupils use their basic skills of numeracy from time to time as they work in other subjects of the curriculum.

14. The progress made by pupils with special educational needs towards the specific targets in their individual education plans is satisfactory in relation to their prior achievements. When they work individually, or in groups with the co-ordinator for special educational needs, they make good progress over time. This is because the small attainable targets on the individual education plans are focused and specific. Pupils with statements make satisfactory and occasionally good progress.
15. Pupils for whom English is an additional language make generally good progress in the acquisition of spoken and written English. They usually make steady progress in other areas of the curriculum. This is due to the sound support which they receive. Pupils make good gains in their proficiency with language. They use their growing language skills well to attain at least in line with other pupils in the school who have English as their first language. There is no evidence that any particular ethnic group achieves more highly than another.
16. The provision for pupils in the Language Classes is a strength of the school. By the nature of their complex special needs, levels of attainment are individual to each pupil. Pupils in the Language Classes make good progress over time at both key stages. At times they make very good progress in relation to the targets set in their individual plans.
17. In English, at the end of both key stages, standards are below the national average in speaking, listening, reading and writing. At both key stages progress in writing is unsatisfactory for many pupils, although better towards the end of Key Stage 2. Handwriting and presentation are weaknesses across the school, because handwriting skills are not developed systematically. There are weaknesses in basic punctuation and letter formation for some pupils. In Key Stage 2, grammar and punctuation are developed systematically and pupils are writing for an increasing range of purposes. There is, however, still insufficient opportunity to apply the skills and knowledge which they are beginning to acquire. There is inconsistent emphasis on the quantity, quality or presentation of pupils' writing across the school. Progress is impeded for the older pupils by some weak teaching in the middle of Key Stage 2. They have too few opportunities to use their skills for extended writing.
18. In reading, children have limited early reading skills when they enter school. Progress is satisfactory. Although more able pupils in Key Stage 1 are beginning to read with fluency, for many standards remain below average by the end of the key stage. Most children have a growing knowledge of phonics and recognise a good number of high frequency words. Library skills are limited and most pupils do not talk confidently about books and authors, nor do they read widely for enjoyment. In Key Stage 2, a significant number of pupils are able to read with reasonable accuracy and understanding, but higher reading skills are not sufficiently developed. Few are able to analyse texts or discuss style. A number of pupils lack confidence as readers. There is insufficient emphasis on reading aloud with fluency and expression, although this is better with the older pupils. Library skills are not sufficiently developed. Pupils do have experience of

an increasing range of authors and styles. The literacy hour is helping to introduce them to a wider range of texts, thereby extending their experience. There are limited opportunities for pupils to develop independent learning skills through research activities. Progress in speaking and listening is slow across the school. Pupils' attainment in English, on entry to the school, is well below average and their language skills are particularly poor. A high proportion of pupils have English as an additional language. Overall, they make satisfactory progress in English, but progress made within key stages is uneven, particularly within Key Stage 2. There is still too much variation in attainment and progress related to teachers' expectations and management skills.

19. Standards in mathematics are average in both key stages. Progress is good at Key Stage 1 and satisfactory at Key Stage 2. Pupils across the school are securing an improvement in their familiarity with and use of number, particularly at Key Stage 2. By the end of Key Stage 1, many pupils can add and subtract single and two-digit numbers to 20, have some understanding of place value, and use halves and quarters. Some pupils understand place value to 1000 and confidently carry out mental calculations involving their two, five and ten times tables. By the end of Key Stage 2, in Year 6, pupils have experienced the four rules of number, including multiplication and division, simple fractions, decimals and percentages, money and measurement. They can construct and recognise the attributes of two- and three-dimensional shapes. There is limited evidence that they understand symmetry, area and volume or that they have experienced a range of modes of data-handling. They do, however, have frequent opportunities to use and apply their mathematical skills in investigations and problem-solving activities. At both key stages the school emphasises the importance of developing pupils' knowledge and recall of tables and their mental skills. There are some opportunities to use extension material which challenges and extends the able pupils, although the setting arrangements are not as beneficial to these pupils as they might be. There is some application of mathematics across the other subjects of the curriculum, for example in geography and science.
20. Standards in science are average at the end of both key stages. Pupils make sound progress in both key stages. By the end of Key Stage 1, pupils have studied materials, the development of living creatures and physical processes. They can confidently name the parts of a flower and can describe how plants absorb water. They know about push and pull forces and have undertaken investigations with light and sound. In Key Stage 2, pupils have a satisfactory knowledge of science which extends across all the relevant programmes of study. As a result of the school's recent emphasis on the development of investigative and experimental skills, they have a growing understanding of the ways in which scientists work. Pupils are able to make predictions and carry out experiments, but their skills in these areas are not yet developed fully and the quantity and quality of their written work varies widely. The potential of higher attaining pupils is not fully realised in science.
21. Standards in information technology are average at both key stages. Progress is good in Key Stage 1 and satisfactory in Key Stage 2. Pupils can log on to computers, use a range of tools within programs and use the mouse and cursor controls. In Key Stage 2, skills are being developed rapidly following the introduction of a dedicated information technology suite in the current term. Pupils can open programs, locate their previous work on file, insert art and pictures to text, draw shapes and change colours and patterns. They undertake word processing and are able to use spreadsheets. The range of experiences provided has improved significantly and there are increasing

opportunities to use information technology to support learning in other areas of the curriculum, such as language, numeracy, art and topic work.

22. Standards in religious education are average in both key stages in relation to the requirements of the locally agreed syllabus and progress is satisfactory overall. By the end of Key Stage 1 pupils show, through their work and discussion, that they know some of the important festivals in several religions. They understand that each faith has key leaders and know some of the stories associated with each faith. By the end of Key Stage 2 they have a greater depth of understanding in a number of faiths. They have studied figures of authority and discussed special occasions, both religious and secular. They have considered the importance of communities for the preservation of religious ideas and ideals. The requirements of the locally agreed syllabus are met.
23. In the context of recent changes to the curriculum and the implementation of the literacy and numeracy strategies, the school provides a broad and balanced curriculum. Progress is satisfactory in art, design and technology, geography and music at both key stages and in history at Key Stage 1 and physical education at Key Stage 2. Progress is good in physical education at Key Stage 1 and in history at Key Stage 2. Progress is often best when pupils are able to respond to challenging activities, when work is well matched to pupils' needs and they are able to use and apply their earlier knowledge to the new activity. There are some inconsistencies in progress across the school, and progress is better for the under fives in the off-site nursery and the reception classes than for pupils in Key Stage 1, where the momentum of their early experience is not maintained. Progress is variable in Key Stage 2 and is particularly weak in Year 4. The pace of learning accelerates towards the top of the school. Improved planning and the input to curriculum development have supported teachers in the more careful targeting of work, allied to clear learning objectives. This is having a positive effect upon teachers' expectations and therefore on the progress made in lessons and the standards achieved, although some weaknesses in the sharp differentiation of tasks to suit the needs of individual pupils are still evident. Higher attaining pupils are not consistently challenged, although the rapid improvement in results at the end of the key stages indicates that this is an improving area.
24. Progress was good in just over one out of every three lessons observed, but unsatisfactory in just over one in ten. The greatest number of unsatisfactory lessons were found in one nursery class and in Year 4. These judgements reflect closely the relative quality of teaching in these year groups. Managing pupils' learning to achieve consistent and sustained progress through their school career remains a challenge for the school.
25. The school has been involved in a thorough programme of target setting for Year 6 pupils and has predicted likely trends in attainment in the coming years. Many of the targets set are challenging but there is a clear commitment by the school to continue to build on the significant progress which has been made in the last school year.
25. **Attitudes, behaviour and personal development**
26. The majority of pupils have good attitudes to learning which makes a significant contribution to their attainment and progress. Pupils approach their work with enthusiasm and interest. They concentrate well, work together successfully when required and present their work with pride. Children in the nursery and pupils under five

settle quickly into school routines and develop good listening skills. They concentrate well on what they are doing. There are a few pupils in most classes who present challenging behaviour but in the majority of cases this poor behaviour is managed well by teachers and learning support and special needs assistants.

27. Behaviour around the school, including that of the under fives, is good. Inappropriate behaviour is not tolerated either by the staff or the pupils themselves. Concerns expressed by parents at the pre-inspection meeting regarding boisterous behaviour in the playground were not found to be justified. Lunchtime supervisors challenge poor behaviour and participate in organised games and other activities. There have been no exclusions in the last school year.
28. Pupils show great respect for the school environment and equipment. There is no graffiti or litter either in the building or around the site. Classrooms are left tidy and clean at the end of each day. The school meets its aims of ensuring that pupils have high expectations and show care and respect for each other. All staff listen to what pupils have to say and treat them with courtesy and consideration. This in turn is reflected in the pupils' positive attitudes towards adults. They stand aside, hold doors open, and the older pupils engage in conversation with growing maturity and confidence.
29. Pupils show respect for the feelings and values of others. For example, there are occasions in lessons when spontaneous applause follows a presentation by a fellow pupil. The quality of relationships and racial harmony are strengths of the school. The opportunities for pupils to show initiative and take responsibility are satisfactory but not fully developed. Pupils do not undertake sufficient independent research and library skills are weak. There is a School Council which meets twice each month. Two pupils from each class in Key Stage 2 attend. In this forum pupils can make an input to the development and management of the school environment and facilities. Overall the quality of learning, attitudes and behaviour reported after the last inspection has been maintained and further improved.
29. **Attendance**
30. Attendance is above the national average and has significantly improved since the last inspection. The high level of attendance has a positive influence on attainment and progress. The school rigorously analyses the reasons for pupils' absences. Morning punctuality, particularly by younger pupils, is unsatisfactory and the first lessons of the day do not always start promptly.
30. **Quality of education provided**
30. **Teaching**
31. Across the school, the teaching in 93 per cent of lessons was at least satisfactory. Forty two per cent of teaching was good and a further six per cent was very good. This was distributed across the school. Seven per cent of lessons were unsatisfactory. The highest percentage of good teaching occurred in the under fives where almost two thirds of lessons observed were good or better. A significant proportion of the best teaching across the school relates to the specialist teaching provided in the Language Classes, for the teaching of pupils with English as an additional language, the specialist provision

for pupils with special educational needs and the recently implemented specialist teaching in information technology.

32. Within Key Stage 1 the quality of teaching is consistently secure. Ninety-seven per cent of lessons were satisfactory or better and over half were good. The remaining three per cent - representing one lesson - was unsatisfactory. The stronger provision was enjoyed by the older pupils in the key stage, where three lessons in every five were good or very good.
33. The proportion of unsatisfactory teaching is slightly higher in Key Stage 2 than in Key Stage 1. There is also a lower proportion of good teaching. A greater contribution of good teaching by specialist teachers improves the overall figures in Key Stage 2. Around two fifths of the teaching in Key Stage 2 is good, while six per cent of lessons are unsatisfactory. There is some variation in the quality of teaching between the year groups. While over two thirds of lessons are at least good in Year 6, and almost as many in Year 5, the proportion is much lower in Year 4 and only slightly better in Year 3. The quality of teaching in the school during the inspection appears to be an improvement on that reported at the time of the previous inspection. The implementation of detailed schemes of work for most subjects and of detailed medium term planning is helping to raise teachers' expectations and to give them a clear framework within which to work.
34. A significant proportion of good teaching was observed in the literacy and numeracy lessons across the school, reflecting the recent in-service training provision in these areas, and in history, physical education and the under fives. The provision for the under fives was best in the two reception classes, where nine of the eleven lessons observed were good or very good and in the off-site nursery where all lessons were good. Some good teaching was observed in all the subjects of the curriculum, other than art.
35. Overall teachers' awareness of pupils with special educational needs is satisfactory. However, their skills vary when planning for the needs of all pupils and in writing specific individual education plans (which contain small, timed, achievable targets for the lower attaining pupils). The school has identified this and such planning has already been a focus in the school development plan. Some in-service training has been delivered and more is scheduled, in order to develop further the teachers' skills in planning tasks to suit the needs of all pupils. All the pupils on the register for special educational needs benefit from specific teaching for a block of time during the year from the special needs co-ordinator. This has a positive effect on their learning, progress and confidence. The quality of in-class support is satisfactory overall.
36. The Ethnic Minority Achievement Grant teacher works effectively in a variety of teaching situations. These include whole class, large groups, small groups and individual pupils and especially with new arrivals to the school. Although over a particular year the core school population is relatively stable, there are higher than normal levels of pupil turnover and new pupils can arrive at random throughout the year. The project is flexible in enabling this specialist teacher to support new arrivals and arrange appropriate assessments and reports. The teacher has a good knowledge of the class curriculum as appropriate for bilingual learners. She has high expectations of the pupils, manages sessions briskly and makes regular assessments of pupils' progress and needs. This provision is managed well and the quality of teaching is consistently good.

37. The quality of teaching in the Language Classes is good or very good in all lessons. Where teaching is very good pupils have individual target cards so that they are fully aware of what they need to achieve. Teachers focus very specifically on helping the pupils to achieve their targets. The work is highly structured and resources are well prepared. The teachers' knowledge of the subject and of the pupils' individual needs is very good. A very calm atmosphere is created so that effective learning takes place. Lessons maintain a brisk pace and much focused discussion widens pupils' experience and understanding. Questioning skills are used well. Teachers manage their groups sensitively and they promote appropriate behaviour. Work is planned in small steps and very detailed records are kept. This helps the teachers to plan future lessons and targets. Support staff are directed well.
38. In the under-five classes, the consistent quality of teaching and the good support by the staff have a significant effect on children's attainment and progress in all areas of learning. Tasks are matched appropriately to children's needs, relationships are good and the children are managed well. In the on-site nursery, there are some weaknesses in the teaching and this is often unsatisfactory. Lessons are not well structured and often lack clear purpose. In the off-site nursery and the two reception classes, most staff have a good knowledge and understanding of the needs of their children. Effective teamwork is a strength of the provision. All staff give good support to pupils with special educational needs and English as an additional language. Teachers' planning for children under five is secure and achieves a good balance of activities. Ongoing assessments and record keeping are comprehensive and carried out conscientiously in the off-site nursery and the two reception classes, resulting in target setting for the following term. Assessment and record-keeping in the on-site nursery are unsatisfactory.
39. In Key Stages 1 and 2, teachers' knowledge is secure in most subjects. A number of teachers have joined the profession very recently and are currently establishing themselves in the school. Their main concern lies in developing strategies for pupil management and they are being supported by the school as they gain experience. The appointment of a part-time specialist in information technology is providing teachers with effective ongoing in-service training in computers as they work alongside the specialist. Music provision benefits from the employment of an accompanist who has high level practical skills in music. Teachers are working to the recommendations of the literacy and numeracy strategies. Staff have good opportunities to develop their knowledge and understanding through targeted in-service training.
40. There have been significant improvements to planning in recent years. A number of national schemes have been adopted to provide an overall framework. Medium-term planning arrangements are secure. Some short-term weekly planning, particularly in relation to the literacy hour, is thorough. As yet there is insufficient account taken of pupils' assessed individual abilities and needs when planning the curriculum in some classes. A number of teachers lack support with the organisational and management elements of implementing a range of tasks planned according to pupils' assessed needs. Very detailed and effective use is made of assessment in the specialist provision in the school, as in the Language Classes and in the provision for pupils with English as an additional language. Quite a lot of information is collected in the main school, but it is insufficiently analysed and used to ensure that teachers are able to structure tasks to take account of the needs of all pupils, particularly the higher attainers[E4].

41. Teachers manage classrooms and lessons successfully in most year groups. The pace of lessons is generally satisfactory. In the better lessons – and this was evident, for example, in a number of lessons in Key Stage 2 – the pace is brisk and pupils find this suitably challenging. On other occasions, and particularly for some pupils in one nursery class and in the middle of Key Stage 2, the pace is very slow. The content of some activities, or the quality of interaction with the teacher, does not stimulate pupils or provide sufficient motivation.
42. Some teachers have developed good questioning skills. These help pupils to think more deeply and to begin to understand difficult ideas. This was seen on a number of occasions - in, for example, a physical education session in Year 5 and in a number of lessons for the older pupils. There are, however, too few opportunities for pupils to take responsibility for their own learning. The quality of marking is very inconsistent across the school - and sometimes poor - and does not provide pupils with sufficient advice or support them fully in building upon their present success.
43. Relationships between pupils, and between pupils and staff, are good in most classes with regular feedback and constant encouragement. Teachers treat pupils with respect.
44. Homework is not set consistently across the school but, where set, its use is satisfactory. However, it does not contribute strongly to the development of pupils' independent learning skills.

44. **The curriculum and assessment**

45. The school provides a good broad and balanced curriculum. All the subjects of the National Curriculum and religious education are taught at both key stages. Statutory requirements for a reduced National Curriculum are met. The school has worked extremely hard and made commendably good progress in dealing with the significant weaknesses in the curriculum identified in the previous inspection report. The quality of provision in information technology has been improved. The governing body now maintains a written statement of its curriculum policy. A whole-school curriculum policy has been developed which provides a secure basis for teachers' own planning and provides for balance, progression and continuity in the curriculum. Clearer objectives are now evident in teachers' planning.
46. Pupils are well prepared for the next stage of their education. At present the school's arrangements for the teaching of swimming in Key Stage 2 are not available due to circumstances beyond its control.
47. The curriculum for children under five in the nursery and in the reception classes is well planned. The quality of the provision is good overall. It is good in both the reception classes and in the off-site nursery. However, the provision in the on-site nursery has a number of unsatisfactory features.
48. The curriculum for pupils in the Language Classes reflects the main school's provision and facilitates the successful integration of the unit's pupils into the main school. A strength of the Language Classes is the way in which teachers match the curriculum to the needs of individual pupils.
49. The national strategies for literacy and for numeracy are being successfully implemented. All pupils, including those with special educational needs and those for whom English is an additional language, have equality of access to the curriculum. The curriculum provided for pupils for whom English is an additional language and for those with special educational needs is satisfactory. The requirements of the Code of Practice⁵ are met.
50. The school makes appropriate provision for pupils' personal and social education. Health education, including sex education and drug awareness, are successfully included in the science curriculum. A satisfactory range of extra-curricular activities, including football, choir and orchestra, is provided for pupils. These are well supported. The majority of pupils in Years 4 and 6 attend a residential activity centre. Good use is made of museums, art galleries and other places of interest.
51. There are appropriate policies and detailed schemes of work for all the curriculum subjects. There is an approved policy for sex education. The school has made good use of recent national publications and the locally agreed syllabus for religious education to assist its planning of the curriculum. The foundation subjects are based on the National Curriculum programmes of study. The school has carefully reviewed its provision in these subjects following the relaxation of the statutory orders. This provision is appropriate to the age of the pupils in the school. In addition, both the allocation and arrangement of teaching time have been carefully reviewed to take account of the

⁵ Code of Practice: [this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.](#)

literacy and numeracy strategies.

52. A complete record of the school's curriculum, which sets out how pupils' knowledge, skills and understanding are to be developed, is now in place. The governing body has agreed an appropriate curriculum policy for the school. The quality of both long-term and medium-term curriculum planning is good. Long-term plans clearly set out what will be studied by each year group in each academic year. Detailed medium-term plans, covering a half-term period, have been successfully drawn up to a common format by subject co-ordinators working with the deputy headteacher. The curriculum is well planned to ensure that pupils build upon their prior learning. Teachers' short-term plans are regularly monitored by the deputy headteacher and subject co-ordinators. Information gained from this exercise is appropriately used when reviewing both medium-term and long-term plans.
53. Teachers at both key stages plan their weekly work in year groups. In the reception and nursery classes, and in the Language Classes, teachers also plan together. This good practice ensures that pupils in parallel classes follow the same programmes of study. Weekly curriculum plans are prepared from medium-term plans. The quality of these short-term plans is satisfactory overall. Much is of a good standard but there are instances of less than satisfactory planning. These are, however, clearly identified by the deputy headteacher's monitoring and remedial action recommended to ensure that plans give sufficient detail to enable teaching to proceed smoothly on a day-to-day and lesson-to-lesson basis. The majority of teachers, including those new to the school, clearly identify what pupils are expected to know and be able to do at the end of the lessons. Where this is not made clear, as seen in some plans in Key Stage 2, their usefulness as a means for identifying targets for further development is reduced.
54. Teachers' weekly plans also provide opportunities for them to evaluate their work in lessons. The quality of this information is sound overall. Where it is well done, reference is made to pupils' learning, the effectiveness of teaching and the progress of individual pupils. Where it is less than satisfactory the information provided is cursory and does not provide a sound basis for improvement.
55. A key issue in the previous report was for the school to improve the assessment and recording of pupils' progress and achievements. Good progress has been made in establishing effective procedures but, as the school recognises, there is still further work to be done to ensure that the information gathered is consistently used to inform curriculum planning. Although assessment opportunities are identified in teachers' short-term planning, the use made of these and of the information gathered, to inform future planning, ranges from good to unsatisfactory.
56. The school's senior management team systematically collects a substantial amount of information about pupils' attainment and progress. There are good procedures in place for how and when information about pupils' attainment and progress will be collected for the core curriculum subjects. Full records are kept of information collected as part of the school's schedule for testing and collecting information about work in language and in mathematics. Pupils' performance in end of year tests and end of key stage statutory tests are carefully recorded and analysed. Good use is made of information obtained from the baseline assessments when children enter the reception classes. The school has recently developed good, manageable procedures for the assessment of attainment and progress in all other subjects. These are being systematically implemented across

the curriculum and subject policies are in the process of being revised to reflect the new arrangements.

57. Although the school has a comprehensive marking policy in place, scrutiny of pupils' earlier work in the main school reveals significant discrepancies in the incidence and quality of marking. The quality of marking ranges from very good to poor. In some classes, notably in Key Stage 2, a high proportion of pupils' earlier work is not marked at all. This is poor practice. Where marking is very good, work is constructively marked and clear guidance is given as to how standards can be raised. In many of the unmarked books, the quality and quantity of the work, and its presentation, declines over time.
58. Not all teachers make full use of the available assessment information to plan for the next stage of learning. Overall, practice is satisfactory but there are both strengths and weaknesses. Good use is made of information gathered by the assessment of pupils in the Language Classes whose work is regularly assessed and reviewed. Both the special educational needs co-ordinator and the support teacher for pupils with English as an additional language are knowledgeable about the needs and progress of the pupils they work with and provide appropriate support. In three out of four of the under fives classes, detailed observations about children's development are used to inform the next stage of learning.
59. The school is committed to making better use of the information from assessment to help teachers plan for pupils who learn at different rates. Such planning is currently a focus for development. Teachers have received in-service training in planning for the differing needs of pupils. At present the quality of practice is uneven and, overall, pupils who have the potential for higher attainment are not being fully challenged by the work provided for them.
59. **Pupils' spiritual, moral, social and cultural development**
60. The provision for the social development of all pupils, including the under fives, is very good. For moral and cultural development provision is good, while provision for spiritual development is satisfactory overall. Through the school, adults actively and consistently promote high standards of behaviour and consideration for others. The governors and staff aim to help pupils to care about and respect each other and all aspects of school life by providing a stimulating and positive environment that challenges and extends pupils' thinking.
61. Provision for pupils' spiritual development is satisfactory, though lacking in coherent planning. Spiritual occasions are not planned within the curriculum but teachers take advantage of appropriate opportunities when they arise. Assemblies fail to provide a spiritual atmosphere, especially in opportunities for pupils to consider the effect of faith on the lives and actions of different peoples. Collective worship meets statutory requirements. It is mainly Christian in ethos and includes a brief reflective period. The school provides knowledge of, and some insights into, the different values and religious beliefs held by others through the religious education curriculum. The wider curriculum enables pupils to take advantage of opportunities for self-expression in writing, art and music. Pupils learn about religions and spirituality. Awe and wonder are evident in art when pupils look at the work of a range of artists. They are encouraged to develop an empathy with artists such as Baumeister, Leger, Miro, Cezanne, Gauguin, Picasso and

Constable. Work in information and communication technology gives pupils a sense of achievement and creativity. This is sustained when pupils see others work on masks from the Benin culture and produce stained glass effects in tissue and cellophane, both created with the help of artists working in the school. In religious education pupils meet with those of different faiths when given the opportunity to visit faith centres, learn about the beliefs of different peoples and experience the sacredness of mosques and temples as well as local Christian churches. In displays, pupils experience the wonder of the colours of autumn with collages of leaf patterns. They celebrate festivals from different cultures as seen in the Diwali display, the Rama and Sita puppets, posters, badges and cards.

62. The provision for moral development is good. The school has a positive ethos of thinking about and caring for others, especially those younger and weaker, teaching the principles of right and wrong, care of the environment and property. All classes have rules displayed appropriate to each class and age group and written in suitable language. Teachers use a period called Circle Time to promote consideration for others, the taking of turns, listening to and thinking of those around and developing self-awareness skills. Work displayed highlights self-esteem, the importance of self-control and positive behaviour, and seeks to combat racism and sexist stereotyping. Pupils care for their school. The building is bright, cheerful and very well cared for with no graffiti or displays defaced. The school code encourages a calm atmosphere so that pupils feel safe and secure.
62.
63. Provision for pupils' social development is very good. Pupils are encouraged to relate effectively to others and to take responsibility for themselves and others. They learn to participate fully in the school and wider community and develop an understanding of community living and citizenship. Pupils are actively involved with the running of their school. They undertake a range of jobs to help teachers, such as keeping the building tidy, and delivering messages and registers. In personal, social and health education they compose their timelines, noting how they have changed over the short period of their lives, recording this in photographs and notes of key events. In Circle Time they learn to care for others, developing quality relationships. On the school residential journey they experience living together as a community. Pupils see their parents supporting school, attending parents' and curriculum evenings and accompanying school visits. The lunchtime staff organise games for them in the playground. In class, pupils have the opportunity to co-operate and collaborate, working in pairs on the computer and undertaking curriculum tasks in groups. Pupils take part in community events such as pantomimes, playing in the school band, raising money for charity and collecting food and gifts for the less fortunate.
64. The provision for pupils' cultural development is good. The school provides opportunities for pupils to appreciate the cultural traditions of Britain. They visit the city to see sites of historical importance. The curriculum includes a broad coverage of British history. During the school's centenary celebrations, pupils studied the history of schooling in London, noting the changes over the 100 years in display and photographs. In English and art they study the contribution to British culture of artists and authors such as Morris, Turner, Lowry, Hockney and Shakespeare. The school's provision for multicultural development is also good. Pupils have opportunities to appreciate the diversity and richness of the cultural traditions of others. There is a wide range of multicultural books, posters and artefacts around the school. There is work by ethnic artists in displays, representations of different cultural traditions, such as the Benin

masks and the study of countries such as St. Lucia in geography. The vibrant colours shown in books, the artefacts from Africa and the wide range of prints, materials and carvings celebrate the range of cultures within the school and present strongly positive black images.

65. Two main weaknesses were identified at the time of the last inspection. One concerned the arrangements for daily collective worship. The current arrangements meet requirements. The second weakness was that the school did not provide sufficient opportunities for pupils to appreciate art, music, literature and architecture. There is clear evidence that the school has worked successfully to bring about improvements and this weakness has largely been eliminated.

Support, guidance and pupils' welfare

66. The school provides good support and advice for its pupils. Teachers, learning support and special needs assistants, know the pupils well. Academic and personal development is carefully monitored. The provision for pupils with special educational needs is satisfactory and they make at least satisfactory progress. Pupils with English as an additional language are also well supported in the main school, and the separate Language Class provision is very effective. Parents share the view that the school is attentive to the needs of their children.
67. The policies and procedures for monitoring and promoting discipline and behaviour are good. There is regular in-service training on pupil management for all members of staff and the quality of behaviour has continued to improve since the last inspection.
68. There are effective strategies for dealing with all forms of bullying or racial harassment. The procedures for promoting high levels of attendance are good and have proved to be very effective.
69. The rigorous procedures for monitoring and promoting good punctuality at the start of the school day are not entirely effective, particularly for younger pupils who are accompanied to school by a parent or carer. The tolerance shown towards the late arrival of pupils under five, who are not of statutory school age, sets a precedent with parents which is difficult to counter when the pupils move into Key Stage 1. Pupils with emotional and social needs have access to an independent on-site counselling service. This service is much used, highly valued and has established close links with class teachers and others with pastoral responsibilities.
70. There is a well structured personal, social and health education programme across the school, although it is particularly effective for the under fives and in Key Stage 1. This programme, which includes sex education, is incorporated into the science and religious education curriculum, with appropriate schemes of work to ensure that all elements are covered as pupils progress through the school. Drama lessons and Circle Time are also used to develop social and interpersonal skills and provide an awareness of strategies for resolving conflict.
71. There are established child protection procedures. All members of staff have received in-service training on child protection issues. The nominated child protection officer has established links with social services and all appropriate outside agencies. Health and safety practice is rigorous. There are regular risk assessments, electrical and fire equipment is routinely checked, fire evacuation drills held termly, and records maintained of all actions taken. There is good first aid provision with appropriate resources located in the main school, the Language Classes and both nurseries. Overall the provision for the support guidance and welfare of pupils is good and has been further developed since the last inspection.
71. **Partnership with parents and the community**
72. The involvement of parents in their children's learning is just satisfactory overall, in spite of the school's best efforts. A few parents help regularly in the school, working in the library, taking groups for cooking, or hearing readers. Their contribution is well managed

and much valued. Parents are invited to attend weekly key-stage assemblies. The 'Friends of John Ruskin School' support the work of the school and provide an important link with the local residents' association and other community organisations. Parents at the pre-inspection meeting expressed the view that the school is responsive to suggestions and that the head and deputy are readily accessible.

73. The school endeavours to promote a close working partnership with all parents. There are good induction procedures for all families with children entering the school, whether they are under five or mid term arrivals. School information is available in several languages. Monthly newsletters provide comprehensive information on the curriculum, current topic work, changes in staffing, school events and sporting activities and achievements. The school prospectus is comprehensive, covers all statutory requirements and has been designed to meet the minor criticism regarding quality and content raised at the last inspection. The quality of information provided is good.
74. Year group meetings are held to provide parents with information on the curriculum for the term ahead and the homework programme. Parents who attended the pre-inspection meeting considered that they were well briefed on the introduction of the literacy programme. There are consultation meetings every term and parental attendance is monitored so that individual arrangements can be made for those who are unable to attend.
75. Annual reports provide an outline of the curriculum with a subject by subject progress and attainment summary. Behaviour and personal development are also reported. There are individual targets for future development and, in addition, every pupil has a self assessment card on which to record their own additional targets. The home/school PACT diaries are well used by both teachers and parents to communicate on specific issues and general progress. Homework clubs provide valuable learning support, particularly for pupils and families where English is an additional language.
76. The Metropolitan Police, transport police and fire brigade liaison officers provide valuable support in the teaching of personal safety and citizenship. There are close links with the local churches of all denominations including Baptist, Methodist and Anglican. There is also a link with the local Mosque. The planned programme of visits to places of cultural and historic interest enhances and enriches the curriculum.
77. The school is not particularly successful in attracting interest and support from local businesses or other commercial institutions. Overall the partnership with parents and the community continues to be satisfactory, as reported after the last inspection.

The management and efficiency of the school

Leadership and management

78. The governing body is strongly supportive of the work of the school. Individual members bring a range of expertise to the service of the school. The governing body has made significant progress as governors have developed strategies to enable them to meet their obligations for monitoring and evaluating the work of the school. Regular meetings, the committee structure and the sharing of detailed information about the school provide governors with a deeper knowledge of its work. A number of procedures are in place

which have increased governors' awareness both of the curriculum and of the standards which pupils are achieving. Governors are attached to particular aspects of the school's work and the governing body as a whole takes responsibility for curriculum matters. They undertake regular governor training. Governors are keen to increase their knowledge of current educational initiatives in which the school is involved. They have a close bond of trust with the headteacher which is effective in supporting her in developments which aim to raise further the standards of attainment.

79. The headteacher provides good leadership for the school. She has, over a sustained period, demonstrated a strong commitment to the school and its pupils. She gives the school stability as a community and her principled approach underpins the strengths evident in its social dimensions and the positive attitudes demonstrated by the pupils. The headteacher is ably supported by her deputy and together they form a strong partnership. This has given the school a clearer educational direction and has been fundamental to the rapid improvement in standards which has taken place in the last two years. The remaining members of the senior management team are less obviously involved in the overall management of the school. The school has much to gain by drawing on all the expertise available among the senior members of staff. There has been considerable input to the development of the curriculum, assessment and planning in recent years and this has been a priority for the school. Monitoring of the implementation of procedures and the overall quality of teaching to ensure consistency of quality, and therefore of pupils' progress, across the school still lacks rigour. Some teachers still require support with differentiation in planning.
80. Development planning is good and focuses appropriately on the current priorities of the school. The senior management team generates initial proposals for the school development plan, taking into account perceived areas of weakness, progress made on the previous plan and the likely demands of current national initiatives. Following discussions with the whole staff, the governing body receives the draft plan. It considers both the detail and the financial implications, so that the school has a clear direction and sharply defined priorities for the new financial year. The plan is subject to constant review throughout the year. Almost all of the development areas indicated in the current inspection report have already been identified in the current development plan.
81. The school meets statutory requirements. It implements its aims and policies very effectively. The school meets its aims successfully. There is a strong commitment to supporting pupils with special educational needs and those with English as an additional language. This is evident throughout the school. Provision for pupils with special educational needs is satisfactory and identified pupils make satisfactory, and occasionally good, progress in relation to the targets set. Pupils with statements of special educational need make satisfactory and sometimes good progress. Leadership by the co-ordinator of special educational needs is good. Members of staff have had in-service training. Individual education plans for pupils on Stage 3 and beyond are written by the co-ordinator and are specific. Clear behaviour programmes are set up where necessary. All reviews take place appropriately. Support staff have had specific training. These factors have a positive effect upon pupils' learning and progress.
82. Parents support the school's good ethos, with its commitment to achieving high standards. The school now has a clear educational direction and is working to ensure that initiatives are implemented effectively.

83. The school has made progress in developing the co-ordinator role and there are opportunities for staff to support colleagues in their classrooms. Currently the priority has been with those members of staff whose subjects, such as literacy and numeracy, are national priorities. The literacy co-ordinator has only recently had the opportunity to undertake monitoring in the current year, too late to pick up a number of weaknesses which have developed in the middle of Key Stage 2. There have been limited opportunities for the co-ordinators of foundation subjects to influence the work in their areas of interest, given the current priorities in the school. All co-ordinators prepare annual development plans and are available to support colleagues when necessary.
84. The previous inspection of the school identified a substantial number of areas for development. The school has made very good progress in improving the provision for information technology. The school has worked hard to improve standards in other subjects of the curriculum and has, notably in the last year, made good progress, although variations still exist across the school. There has been good progress in the development of a whole-school curriculum policy as a sound basis for teachers' planning. The school continues to work to consolidate curriculum initiatives which have been introduced. There has been good progress in developing the quality of teachers' planning, although there are some inconsistencies in the extent to which differentiation is clearly articulated in planning across the school[E5]. Progress in developing assessment procedures has been satisfactory, although this information is not always used fully to inform the planning of future work. The quality of marking remains a weakness in some classes. There has been good progress in improving the provision for pupils' spiritual and cultural development. Strategies have been put in place to enable the cost-effectiveness of spending decisions to be evaluated and progress has been satisfactory. The legal requirements for the daily act of collective worship are now met.
85. There is evidence of satisfactory or good progress in all areas, in the context of steadily improving levels of attainment. Progress has been good overall and the school demonstrates a good capacity to deal with the remaining areas for development.
86. The internal management of the school is good. Routines are very efficient. Communications, both internally and with parents and members of the community, are for the most part effective. Relationships are good.
86. **Staffing, accommodation and learning resources**
87. Teachers are suitably qualified by experience and training to teach the curriculum successfully and to match the demands of the curriculum to the needs of pupils with special educational needs. They are deployed effectively overall. There are sufficient appropriately qualified staff to teach the under fives. The support provided for pupils with special educational needs and those with English as an additional language is satisfactory. The high level of commitment by the head teacher, teaching and support staff, contributes significantly to the satisfactory quality of education provided by the school.
88. Arrangements for the professional development of staff are good and are efficiently funded. Training needs are identified in the school development plan. Staff are offered regular opportunities to extend their expertise. Subject co-ordinators benefit from appropriately targeted training, many having attended extended in-service courses.

There are now co-ordinators for every subject. This is an improvement on the situation found previously. They willingly share their expertise with colleagues. A good example of this is the support provided by the mathematics co-ordinator in the development of the numeracy strategy. Co-ordinators' monitoring of planning and other aspects of learning is good but their knowledge of the effectiveness of teaching across the school, in their respective subjects, is inconsistent. Primarily this reflects the fact that the headteacher and deputy headteacher monitor teaching, rather than the co-ordinators. The staff appraisal process was well established but is now under review in light of national developments. Newly qualified teachers are extremely well supported through an extensive induction process, involving in-service and staff support. Non-teaching staff are given good support. As a result they feel valued by the school.

89. The accommodation available to the school is good. The school is very well maintained by the premises manager and his staff. His role is very well developed in that he deals with premises contracts, attends the premises' committee of the governors and is involved in financial planning in this area. Playground space provides a satisfactory learning environment, although pupils in the main school have no access to grassed areas. There is a small garden available to children in the off-site nursery. There are specialist teaching areas such as the special educational needs room, the art and technology rooms, the music room, the information technology suite and a roof playground. Recently, a computer suite has been established. This provides an excellent resource for the development of information technology skills. This is a substantial improvement since the last report. Displays are bright, stimulating and reflect the life and work of the school. The teaching space is adequate for the number of pupils on roll and enables the National Curriculum to be taught effectively. Through the building working party and the whole governing body, the governors continually review the condition and adequacy of the accommodation. The good standard of accommodation has a positive effect on the quality of education provided. In the previous report, it was noted that the Language Class area was not secure. This issue has been dealt with fully.
90. Overall, the provision and condition of books, materials, and equipment in classrooms are satisfactory and the level of resources for all subjects adequately supports the teaching of the National Curriculum. In information technology the resources are excellent. The school library provision is good and it is in a central space, but accessibility is inconsistent between classes. Access to all resources is satisfactory and they are well maintained and stored. Resources and how they are used are reviewed in the school development plan. The provision of resources for multicultural education is satisfactory and those for special educational needs are very good.
90. **The efficiency of the school**
91. The school development plan is a comprehensive and fully costed working document which focuses on clear educational priorities and is developed in consultation with the curriculum co-ordinators. Financial planning is satisfactory. It is based on sound current data and the governing body meets its strategic responsibility for determining the allocation of resources. Expenditure is carefully monitored and there are strategies to enable the cost effectiveness of spending decisions to be properly evaluated.
92. The income per pupil for the main school, excluding the Language Classes, is in line with similar London schools. The Language Classes, which are generously funded, are

an effective provision. The grants provided for special educational needs and ethnic minority attainment are appropriately allocated. Expenditure on ethnic minority attainment represents good value for money. Expenditure on special educational needs represents satisfactory value for money.

93. The teaching staff are well managed and their deployment is satisfactory. The use of the support staff is satisfactory overall and particularly effective for special needs, ethnic minority attainment and in the Language Class provision. Effective use is made of learning resources and the accommodation is efficiently managed. The library has recently been developed and is a very good resource, but it is not yet utilised appropriately to further the development of the curriculum. Good use is made of school visits and visitors to support the curriculum. The efficiency of financial management and administration is very good. The most recent audit confirms good financial practice. The day to day administration strongly supports the efficient running of the school.
94. The school has successfully addressed the issue raised after the last inspection which required the development of strategies for evaluating the cost effectiveness of spending decisions. Taking the context of the school into account, the improving educational standards, and the income per pupil as being in line with similar schools, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

94. Areas of learning for children under five

95. Overall, the school is making satisfactory provision for children under five, although the provision is unsatisfactory in one of the nursery classes where there are important shortcomings.
96. There were no key issues for action concerning provision for children under five in the previous inspection report. It was felt that sound foundations were laid in the nursery classes. These were built upon well in the two reception classes with good teaching and learning in most lessons. These standards have been maintained for the majority of children, although this is not the case for children in the on-site nursery class.
97. The children are admitted to the nursery in September and January following their third birthday, on a part-time basis. They enter the reception classes in the following year as rising fives. At the time of the inspection 21 of the 28 children in the reception classes, together with all those in the nursery classes, were under the age of five.
98. The children's attainment on entry to the school is well below average, particularly in language and literacy and mathematics where many children have poor skills. English is not the first language for the majority of children. The local authority's early assessment system is in place. The information gained from this is used effectively by teachers in the reception classes to group children for learning and to identify those who might have special educational needs. Early assessment information supports the inspection findings that attainment on entry is well below average.

99. By the age of five the majority of children remain below the expected standards for their age in most areas of learning. However, although many do not achieve the desirable learning outcomes, they make satisfactory progress. They make good progress in personal and social development, where most children attain the levels expected for five-year-olds. Children in the off-site nursery and the reception classes also make good progress in physical development to attain the expected levels for five-year-olds. The progress made by children in the on-site nursery is often unsatisfactory. Most children with identified special educational needs and those with English as an additional language also make satisfactory progress.

99. **Personal and social education**

100. Children's personal and social development is good. They make good progress and, by the age of five, many are achieving the desirable learning outcomes in this area. Most children settle well into school, quickly learning the importance of classroom routines, such as listening to the teacher, putting up their hand to contribute to a discussion and lining up to move about the school. Most children sustain interest for some time, work and play well together and co-operate with each other when taking turns on the wheeled toys. Most children listen to instructions and carry these out obediently. Careful listening is less apparent in the on-site nursery class. The majority of children treat equipment with care, share resources, for example when painting, and take responsibility for tidying away the equipment they use. They relate well to teachers and other adults and are beginning to know the difference between right and wrong. Behaviour is good for most children. It is satisfactory in the on-site nursery.

100. **Language and Literacy**

101. Attainment in language and literacy on entry to the nursery is well below the expected standards for children of this age. They make good progress in most cases, although attainment is below that expected for five-year-olds. Good teaching for most children helps them to develop their language skills and build an appropriate vocabulary. In the on-site nursery there is insufficient direct teaching and adult intervention to help children improve their skills. Most children listen attentively to instructions and enjoy stories, music and rhymes, joining in as words become familiar and responding to the illustrations. Daily class activities such as discussions about the days of the week, seasons and weather help children to acquire and extend basic language skills. There are too few opportunities for the youngest children in the on-site nursery to develop extended conversations. Most children in the reception classes talk confidently about previous books read to them. In the nursery classes the children are learning to handle books correctly and in the off-site nursery they make good use of the text of big books. For instance they could recall the story sequence and text of 'Jasper', could remember what a jack-in-the-box was and explain in simple terms the meaning of 'clockwork'. Responses were usually short phrases or words, rather than sentences. Many children in the reception classes and a few in the nurseries know the term 'author' and 'title'. All children are encouraged to take books home to share with adults. Good intervention by support staff in the off-site nursery guides children in their choice of books and engages them in discussion about their choice. As language skills develop they learn the letters of the alphabet and their sounds and start to build a bank of words that they recognise and read. By the age of five most children have learned to write their names with reasonable accuracy and a good proportion understand that writing is a means to communication. However, early writing skills remain below average, with a significant

proportion unable to form letters correctly, copy accurately or write simple words unaided. Although opportunities are provided for role-play through the home corner, resources for these activities are unsatisfactory in the on-site nursery and fail to stimulate imagination well or enhance language development. There are few opportunities within the home corner for purposeful writing and reading activities and insufficient intervention to extend language and the quality of play.

101. Mathematics

102. Attainment is below that expected of children of a similar age, at the age of five. However, attainment in lessons observed was average. Most children successfully sort and match objects according to size and colour. The majority of children can count up to twenty but only a third comprehend one more than/less than. Higher attaining children can build towers with cubes to match dots on a card and know whether there are more or less cubes than dots. They have more difficulty recognising patterns in numbers. They know the names of simple two-dimensional shapes such as circle, square, triangle and rectangle. Children sometimes use games to reinforce their understanding but for some of the youngest children there is not enough adult involvement in this kind of activity to take the children on to the next stage of learning. For these children in particular, the staff do not always take the opportunities to challenge them fully. Children explore volume and capacity through water and sand play but the unstructured approach to these activities and lack of intervention for some children prevents skills from developing further. The children acquire a sound mathematical language in most cases and know a selection of number rhymes, which reinforce their understanding. Progress is satisfactory for most children.

102. Knowledge and understanding of the world

103. Many of the children enter school with very limited knowledge and understanding of the wider world, hampered further by their limited understanding of the English language. By the time the children are five their skills in this area of learning remain below those expected of children of a similar age, but they make satisfactory progress in most classes. In the on-site nursery progress is unsatisfactory because there is insufficient direct teaching and a more limited range of experiences. These children are not always fully extended. Through their daily discussions most children learn about the weather and seasons, observing changing conditions. In the off-site nursery, children collect conkers and leaves for an autumn nature table, and use magnifying glasses to observe them more closely. Children in both nurseries make dough and colour it green. Nursery nurses extend the children's vocabulary and in the off-site nursery the activity develops well into making a birthday cake, singing 'Happy Birthday' and counting to six. Children in reception classes observe and accurately identify common fruits and many can recognise pineapple and kiwi fruits as well. The majority can cut the fruit with some skill in order to make a fruit salad, but a few children hold the knife insecurely. The lesson is the result of a story stimulus 'Handa's Surprise' from an earlier lesson. This extends children's cultural awareness well, in addition to developing their scientific knowledge of the properties of fruit, and the mathematical language of whole, half and quarter. They use their senses to acquire information. Children develop an understanding of the past, looking at photographs of themselves, discussing change and sequencing events. Most can use vocabulary such as 'float' and 'sink' to describe what happens when exploring water. They use mirrors to explore reflections but often these opportunities are not sufficiently extended. The children talk about where they live and their families and

have some opportunity to explore the local environment. There are missed opportunities to observe the growth of bulbs and plants in the barren outdoor area of the on-site nursery. Visits and visitors also contribute to the development of children's knowledge and understanding of the world. For instance the children in the reception classes have visited the Tate Gallery and also visit the seaside annually.

104. Children make sound progress in developing basic awareness and early skills in information technology, using the computer and printer. Many are able to use the computer programs with adult support, so developing skills in other areas of learning such as literacy, art and number. Most can operate the mouse to move items around the screen. They learn about religious festivals such as Diwali through story, making simple stick puppets to retell the story.

Physical development

105. Children's attainment in physical education is above the expected level for their age and they make good and sometimes very good progress. However, for children in the on-site nursery attainment is below average and progress is limited because the activities provided are restricted and expectations of what children can do are too low. The lack of challenge and systematic development of skills adversely affects the progress children make. Most children are presented with a range of planned and structured activities, and staff intervene appropriately to help them develop their skills, for example when performing jumps and forward rolls in the outdoor play at the off-site nursery, and when using scissors, paint brushes and other tools in various activities. In gymnastic lessons in the hall reception children can travel forward and backwards on an elevated beam and can safely negotiate an 'A' shaped frame. They can balance, slide, climb and jump off the apparatus from a height with confidence. They travel in a variety of ways using hands and feet and various parts of the body. The youngest children play in the outside area at both nurseries and steer and manoeuvre wheeled toys with reasonable skill and control. The quality of the provision, and more imaginative and direct skill teaching in the off-site nursery is reflected in the increased co-ordination and confident approach of children on the apparatus. The quality of some resources in both nurseries, whilst adequate, does not contribute well to skill progression or the development of imaginative ideas. The children use sound manipulative skills to construct toys, paint, write, draw, cut and colour.

Creative development

106. Children's creative development is at the expected level for their age. Opportunities are provided in most classes for them to experiment with a wide range of media. They use a variety of techniques including painting, printing, collage and drawing and improve their cutting and sticking skills. A good example of this was the large frieze of 'Walking through the jungle' and the collage 'Jungle Pictures', linked to the book of the same name. They use pastels to draw the fruits in 'Handa's Surprise' from first hand observation and use pastels and seeds in their collage. In the off-site nursery attractive 'water colours' are well displayed. The children receive good adult support helping them to observe carefully and work imaginatively and thoughtfully to develop their skills. Their work shows increasing skill, co-ordination and attention to detail. Children enjoy music and readily participate in singing. They do so tunefully and with confidence in most classes for under fives. Children in reception classes recognise the tambourine, cymbal and drum. A small number show natural awareness of rhythm. In role-play they use

their imagination, acting out situations they have observed at home or on visits to the hospital. Progress for a significant minority is not as good as it could be. They do not have sufficient regular opportunities to explore and experiment with colour and texture, select brushes and materials or use musical instruments to express ideas and communicate feelings. For the majority, however, progress is good.

107. The quality of teaching of the under fives is good overall but there are significant variations in the quality of teaching in the two nurseries. In the on-site nursery, teaching is often unsatisfactory. In the majority of lessons teachers demonstrate secure knowledge and understanding of the desirable learning outcomes. Daily routines provide a good balance between planned activities that children select for themselves and those that are led by adults. Lesson plans are detailed and clearly focused. Tasks are matched appropriately to the needs of all children. Relationships between adults and children are good. The children are managed well. Support staff make a good contribution to the development and welfare of children. In the most effective teaching such as literacy, mathematics and physical education, lessons are purposeful and proceed at a brisk pace. Tasks are clearly presented. Teachers encourage children to talk about their experiences and ideas. Effective use of questioning and praise encourages the less confident. Where teaching is weaker, the lessons are not well structured and often lack clear purpose. Work is not well matched to children of different abilities and tasks are dull and boring. The pace of the lesson is too slow and there is little direct teaching.
108. Arrangements for the induction of children into school are satisfactory. Sound links are established with parents, but few parents are actively involved in helping with classes. Most children under five make a good start to their time in school but, for a significant minority, this is not the case. Assessment and record keeping are comprehensive and carried out conscientiously in the reception classes. They are satisfactory in the off-site nursery but assessment and record keeping in the on-site nursery is unsatisfactory. The information is not summarised to show children's development clearly nor effectively organised to give the necessary detail on which planning could be based. The outdoor learning environment in the on-site nursery is barren and fails to stimulate learning.
109. Since the last inspection an early years' policy and curriculum have been put in place and planning now takes account of the desirable learning outcomes for children under five.

109. **English, mathematics and science**

109. **Information technology and religious education**

109. **English**

110. In the previous inspection in 1995, standards at the end of both key stages were judged to be in line with national standards. Analysis of pupils' attainment in the end of key stage tests at Key Stage 2 in 1999, including those pupils in the Language Classes, shows that standards in English are well below the national average in terms of pupils attaining the expected level 4, or the more challenging level 5. When compared with schools of similar characteristics, standards at Key Stage 2 are below average when the Language Class pupils are included, but in line with the national average when these pupils are omitted. There are no significant variations between the achievements of

boys and girls.

111. Targets for improvement have been set in English. Early indications are that, whilst these are ambitious, the school has moved closer to them in the 1999 national assessments. Inspection evidence indicates that the level of attainment has risen over time although pupils' standards at the end of both key stages remain below average. The school is developing its systems of monitoring results to identify weaknesses and plan appropriate help. The school has implemented the National Literacy Strategy satisfactorily and this is beginning to have a positive effect on standards. Monitoring of teaching is not yet securely in place, although classroom observations of the literacy hour, monitoring of planning and work in books have been introduced. They are still in an early stage of development.
112. In the 1999 end of key stage tests for seven-year-olds, the percentage of pupils achieving the expected standard of Level 2 or above is well below the national average in reading and writing. When the Language Class pupils are excluded results are in line with the national average. In comparison with schools which have similar characteristics, pupils' results are above average in reading [E6] and average in writing when Language Class pupils are included, but well above average when these pupils are omitted.
113. The inspection findings are that pupils' attainment by the end of Key Stage 1 is below average overall, but at Key Stage 2 is significantly better than that shown in the 1998 assessments. Standards are rising. Pupils' speaking and listening skills are below average at the end of Key Stage 1. Many pupils have very limited experience of the social skills necessary for successful conversation when they start school. By the end of the key stage, many still take time before they speak audibly or begin to extend their thoughts and ideas in greater detail. A minority of pupils need reminding to listen to others and not to call out. A good number lack clear articulation, particularly those for whom English is not their first language. The literacy hour is having a positive effect, providing opportunities for discussion and for pupils to answer questions about the texts they are studying. The use of role-play in some classes also extends speaking skills and develops pupils' confidence in speaking aloud.
114. The majority of children have limited early reading skills when they enter school. Although they make satisfactory progress, standards in reading remain below average at the end of Key Stage 1. Most pupils have a positive attitude to reading. The higher attaining readers are beginning to read with fluency and expression. Most pupils make systematic use of letter sounds to help them read unknown words, and many recognise a good number of high frequency words. Their ability to discuss their reading is more limited but most can explain terms such as 'author' and 'illustrator', while higher attainers can identify their favourite authors. The school works hard to encourage parents to share in their child's reading. A shared reading programme (PACT) is in place and a good number of parents respond through the home/school diary. Reading records are detailed with individual targets set. However, comments are not diagnostic in many cases, but focus primarily on praise and positive encouragement. By the end of Key Stage 1 a small proportion of pupils are able to locate and retrieve information in reference books.
115. Attainment in writing is below average at the end of Key Stage 1. Handwriting skills are not well developed, with insecure early letter formation resulting in untidy work and poor

attempts to join in many cases in Year 2[E7], because handwriting skills are not systematically developed. There is a lack of consistency in the approach to teaching handwriting. As a result many pupils do not take sufficient care when producing work and lack pride in the appearance of their work. In Year 2, pupils write for a range of purposes including stories, letters, instruction, news and comprehension. They develop early skills in extracting information from non-fiction texts and are introduced to the term 'biography'. Lists, reviews and simple poetry are also included in the writing activities. A significant number of pupils are hampered in their writing as they struggle to gain fluency and control in letter formation. Punctuation, grammar and spelling are developed systematically. The school has identified writing as a focus for development. The literacy hour is helping pupils to develop a wider vocabulary and improve grammar and punctuation, as well as extending their knowledge of a range of texts and authors.

116. By the end of Key Stage 2 pupils' attainment in speaking and listening is below average. Many pupils listen attentively but a significant minority in several classes have not developed satisfactory listening skills. Most pupils show an understanding of the main points of discussion and make relevant responses to questions. However, few pupils manage to hold extended conversations when describing events or giving their opinions. A significant number do not have a secure grasp of Standard English. A minority of pupils in most year groups across the key stage do not listen well to instructions. As a consequence they are unclear about their task and are potentially disruptive, disturbing other pupils and affecting progress. This was particularly evident in some classes in Years 4, 5 and 6. In a drama session in Year 6 pupils showed growing confidence as they presented a debate, using a well balanced argument about whether Athens or Sparta is the better city. Pupils took on roles and presented their cases well showing a depth of knowledge of Greek life. However, too few formal opportunities are provided in some year groups and in other areas of the curriculum to extend pupils' skills in this aspect of English or for them to develop a good awareness of standard English and of when it is used. Pupils for whom English is an additional language receive satisfactory support to explain unfamiliar vocabulary and clarify instructions. They make satisfactory progress.
117. By the end of Key Stage 2 pupils' attainment in reading is below average. Pupils read a varied range of literature. The majority can identify and talk about characters and the plot and are able to predict what might happen next. A minority are beginning to use inference and deduction. Higher attainers show a developing ability to use text to extract information, identifying fact and opinion. Library skills are not systematically developed through the school and are a weakness by the time pupils leave the school. Although there is adequate library provision, the library itself is cluttered and does not provide an attractive environment for private study. There is little evidence of the library being used as a teaching resource, other than to support withdrawal groups for pupils having special needs. This is unsatisfactory and does not contribute to improving library skills or to pupils' personal development in Key Stage 2. In some classes there is insufficient emphasis on reading aloud with fluency and expression, although this is better with the oldest pupils. Pupils have experience of an increasing range of authors and styles of writing. For instance pupils in Year 6 were highly interested in a non-fiction text concerning "The Bermuda Triangle". However the focus on non-fiction texts varies between year groups. Most pupils read regularly at home. Higher attainers read with enthusiasm and confidence and with a good understanding of what they read, discussing reasons for their preferences. A number of pupils lack confidence as readers. They do not read widely and their knowledge of authors is restricted to a small

number of popular authors, usually explored in class.

118. Pupils' standards in writing by the end of Key Stage 2 are below average. Pupils write for an increasing range of purpose, but many fail to reach the level expected by the time they leave the school. This is partly due to the weaknesses in the quality of teaching in Years 4 and 5. This improves greatly in Year 6. Handwriting and presentation is a weakness across the school with many pupils not forming letters and joins correctly, and not presenting work neatly. Attention to grammar, punctuation and spelling varies across the key stage, but is more systematically developed with the youngest and oldest pupils in Key Stage 2. The lack of marking in Year 4, and in one class in Year 5 in particular, does not help pupils improve their work or take pride in what they do. Higher attaining pupils sometimes organise their work into paragraphs and are able to express ideas and opinions clearly. Pupils redraft their work using information technology to edit and improve the quality of their writing. Most pupils do not write in an extended form.
119. Pupils' attainment in English on entry to the school is well below average, and their language is particularly poor. Overall, pupils make satisfactory progress in English but progress within the key stages is uneven, particularly in Key Stage 2. The youngest pupils in Key Stage 1 make good progress but the rate of progress decreases in the rest of Key Stage 1. In Key Stage 2 pupils make satisfactory progress initially, but in Years 4 and 5 progress is hampered by weaker teaching. Progress improves for the oldest pupils in Key Stage 2. Progress in writing is hindered by poor skills in handwriting formation and the lack of extended writing opportunities. Pupils with special educational needs are well supported when withdrawn, helping them to make satisfactory progress. Within the class, tasks are not always sufficiently matched to the needs of the least and most able, affecting the amount of progress made by these pupils on occasions.
120. The pupils' response to English is satisfactory and sometimes good, but a small minority of pupils in most classes are disruptive and this sometimes disturbs other pupils and affects progress within lessons. The majority behave well and persevere with tasks set. Pupils participate enthusiastically in discussions. There are limited opportunities for pupils to develop independent learning skills through the use of the library for private study.
121. The quality of teaching in Key Stage 1 is satisfactory. In Key Stage 2 the quality of teaching ranges from good to unsatisfactory. The positive aspects of teaching include a good knowledge of the subject, effective planning with clear learning objectives and well structured lessons. These lessons proceed at a brisk pace with a clear sense of purpose. Expectations are high and tasks are both interesting and challenging. Pupils are well managed. A good example of this was a Year 6 lesson in which pupils were studying the distinction between fact, fiction and opinion. Good relationships and high expectations enabled pupils to be fully involved in the discussions and the good focus on standards of presentation helped them to improve their written work. In both key stages planning has improved and now follows that for the Literacy Strategy. In the unsatisfactory teaching, the management of pupils is a weakness as is the pace at which lessons proceed. The amount of work covered in lessons is insufficient and the unsatisfactory marking - in some cases lack of any marking - has a detrimental effect on pupils' progress.
122. The subject co-ordinator has worked hard to ensure the sound implementation of the National Literacy Strategy, but her part-time role on the staff limits the amount of time

she is able to give to monitoring standards. Procedures for assessing pupils' achievement are good but the use of assessment information is not yet fully developed. The portfolio to support teacher assessment is out of date. A reading record system is in place. These records are detailed and include target setting but not all teachers' comments are sufficiently diagnostic showing where pupils need to improve. Results of national tests are analysed and areas of weakness identified. These are then targeted for improvement, for example in writing.

123. Since the last inspection there has been a good focus on developing reading skills. Reading records have been developed in order to improve progression in reading. Pupils write for an increasing range of purposes, helped by the introduction of the Literacy Strategy. The portfolio containing examples of pupils' writing is still incomplete.
124. Resources for reading have been increased to meet the requirements of the Literacy Strategy. These are satisfactory but the storage of these resources affects the use of the library. The library is underused as a teaching resource to develop library skills. The use of the library by Key Stage 1 pupils is limited. As a result, library skills are weak throughout the school.
125. The school makes effective use of theatre groups and visitors such as story tellers to extend the curriculum and increase pupils' experience. There is a good focus on the development of literacy skills across the curriculum and subjects such as history, science and information technology are used well to extend pupils' reading and writing skills. English makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.
125. **The provision for pupils for whom English is an Additional Language**
126. The attainment of pupils for whom English is an additional language is not significantly different from that of other pupils in the school. They make generally good progress in learning English and they usually make steady progress in other areas of the curriculum due to the sound support they receive. With over two thirds of the school population supported through Ethnic Minority Achievement Grant funding and over half the pupils from homes where English is not the first language, ethnic minority pupils are represented in all attainment groups.
127. Throughout the school, pupils' competence in English as an additional language varies greatly. Some pupils have only a little understanding of English, while others are fluent, their attainment and progress in English matching those of the rest of their peer group. The majority of ethnic minority pupils are from Africa, the Caribbean and the Indian sub continent and they have effective support in their learning from the support teacher employed for this purpose. Pupils work hard and are willing to take part in all class activities. Pupils whose competency and understanding of English are low sustain concentration and their perseverance is good. All pupils take pride in completing their tasks successfully.
128. Teaching is generally well focused and teachers are sensitive to the needs of ethnic minority pupils. There are good relationships between teachers and their pupils. In the most successful lessons, class teachers and the Ethnic Minority Achievement Grant teacher have clear learning intentions and, through their joint planning, prepare a variety of activities which are appropriately organised with a clear focus for pupils' learning.

Teachers usually ensure that pupils have a wider curriculum than that of language acquisition alone. However, in some lessons, especially those of the foundation subjects, while the organised activities keep pupils busy, they are not always sufficiently challenged.

129. In the core subjects, including the literacy and numeracy projects, work is generally planned appropriately to match the range of ability groups and to meet the needs of individuals and those on the special educational needs register. The Ethnic Minority Achievement Grant teacher is involved in planning learning for pupils and teachers, to ensure that pupils entitled to support work appropriately with the teacher.
130. The school uses pupils' home languages, if necessary, in initial assessments. The teacher uses the local authority stages of English acquisition and fluency criteria in completing documentation and reports for the local authority and for the annual report to the Home Office. Teachers also have access to this information and use this information when planning lessons for groups of pupils with language needs within their classes.
131. Where possible pupils are placed in classes which already have pupils who are bilingual in the same language or who are from similar ethnic backgrounds. This arrangement successfully enables the class teacher and support teacher to work effectively with these pupils and provides good opportunities for pupils to develop English alongside supportive peers.
132. The Ethnic Minority Achievement Grant teacher works effectively in a variety of teaching situations, whole class, large groups, with small groups and individual pupils, especially new arrivals to the school. Although over a given year the core school population is relatively stable, turnover is high and new pupils can arrive at random and without warning throughout the year. The project is flexible in enabling the teacher to support new arrivals and arrange appropriate assessments and reports.
133. The school is responsible for funding directly supplied to it under the Ethnic Minority Achievement Grant and is able to employ and target staff appropriately to match its needs. The school has a policy for ethnic minority support and includes development planning for ethnic minority pupils in the school development plan. Resources are satisfactory and are purchased in collaboration with subject co-ordinators to support particular areas of the curriculum such as the literacy and numeracy projects. The school makes money available to purchase specific books, tapes and other equipment such as games and the Ethnic Minority Achievement Grant teacher uses appropriate resources to meet specific needs.
133. **Mathematics**
134. Inspection findings indicate that pupils' attainment at the end of both key stages is in line with the national average. In the end of key stage tests at Key Stage 1, the percentage of pupils achieving the expected level 2 or above showed a steady increase between 1996 and 1999. In 1998 attainment was close to the national average. In 1999 the results for the pupils in the main school are also around the average, although slightly below average when the Language Class pupils are included. Pupils' performance at Key Stage 1 is improving steadily. The percentage of pupils achieving the more challenging level 3 was close to the national average in 1998 and has increased further

in 1999.

135. In the national tests at the end of Key Stage 2 in 1998, the percentage of pupils achieving level 4 or above was very low when compared to the national average. These results were worse than the school achieved in 1997. In 1999, the trend has been reversed, with the results showing a significant increase. If the results for the pupils in the main school are taken separately, attainment is in line with the national average. The percentage of pupils achieving level 5, in 1998, was well below the national average, but in 1999 there has been a significant improvement. When the test results, for those pupils in the main school, are compared with similar schools, attainment at the end of both key stages is well above average. Currently, observations in lessons and a scrutiny of work undertaken by pupils during the last school year confirm that pupils' attainment, at the end of both key stages, is in line with the national average. This is a similar situation to that found at the time of the last inspection.
136. Neither in the 1999 national tests, nor in the day-to-day work observed in classes, was there any significant variation in the performance of girls and boys.
137. By the end of Key Stage 1, a significant number of pupils can add and subtract confidently, identify and use halves and quarters. They recognise and use multiples of two and three. Pupils are developing strategies for using and applying their mathematical skills in investigational work. However, pupils appear to have little opportunity to develop their knowledge and understanding of two and three-dimensional shapes, or their measuring skills. Despite this, in art, pupils have sufficient knowledge of shape to produce some good quality pattern pictures. The scrutiny of pupils' work shows that a small number of pupils are attaining at a higher level, carrying out tasks normally seen in Year 3. They understand place value to 1000 and carry out mental calculations using their two, five and ten times tables, addition, and subtraction.
138. At the end of Key Stage 2 a small majority [E8]of pupils have developed effective strategies for solving problems. In Year 6 pupils successfully investigate the sequences in number patterns. They use the four operations of computation using whole numbers to 1000 and beyond, as well as decimal notation to two places. They can recall multiplication facts up to 10 times 10 and recognise patterns in the multiplication processes. Pupils are using the four rules of number effectively in Year 6 as they carry out their mental calculations in the introduction to the lesson. They use fractions and percentages in calculations. There is, however, limited evidence that they can recognise symmetry in shapes or can calculate the perimeter, area, and volume of simple shapes. There is also a lack of examples of pupils collating and presenting data using a variety of graphs. Very occasionally they use the computer to record data handling results. Pupils do, however, frequently use and apply their mathematics skills in investigations and problem solving. A small number of pupils are attaining at a higher level, where they are carrying out tasks normally undertaken by pupils in the next key stage.
139. Throughout the school, pupils are constantly developing numeracy skills and the level of attainment is satisfactory. As they progress through the school, they consolidate and develop their skills. In the lessons observed, this progression is evident from Year 1, where pupils are adding two one digit numbers together to make number bonds of 10, to Year 6, where pupils are mentally calculating using numbers with two decimal places. Pupils use correct terminology when explaining their findings. Little evidence is available of pupils explaining graphs, diagrams, charts, and tables. There are also no

examples of pupils making predictions about the outcome of their tasks, or measuring and estimating sensibly. Literacy skills are developed in the subject by the correct usage of terminology, by staff and pupils, in discussions and when pupils are carrying out the task set. In discussion, pupils in Year 5 correctly recognise and use the terms relating to different types of triangle.

140. Pupils make good progress overall in Key Stage 1. They make at least satisfactory progress in the under fives classes and they maintain a satisfactory level of progress through the key stage. Most pupils makes good progress in their number work and in using and applying their knowledge and skills. Progress is not so consistent in their understanding of shapes and measuring or in developing an understanding of how to represent data. In the lessons observed in Key Stage 2, pupils are making satisfactory progress overall. In Year 4 pupils are investigating numerators and denominators. They use co-ordinates satisfactorily to locate position. This was evident in pupils' mapwork in geography. These pupils can construct, and they know the properties of, two and three-dimensional shapes. These skills are well utilised in Year 5 when pupils are looking at the properties of the different types of triangle. In Year 6 a large majority of pupils, irrespective of their level of attainment, make good progress. This is due to the good quality of teaching, the attitude of the pupils and the demanding but achievable tasks set. In the rest of the key stage progress is inconsistent in lessons and throughout the year. Therefore, pupils only make satisfactory progress across the key stage. Very good teaching has led to good progress in Year 6, where pupils have been investigating number sequences. In the middle of Key Stage 2, however, progress is much more variable. This is related to some weaknesses in the teaching. The setting arrangements currently in use, while effective to an extent, do not produce the level of progress which they might if organised otherwise. Pupils with special educational needs and those with English as an additional language make satisfactory progress towards the targets set for them. Previously it was reported that there were elements of good progress in both key stages.
141. Assessment procedures are not fully effective. Assessment is carried out regularly, through tests at the end of a topic, and by the use of national tests for Years 2 through to 6. The results are well used, as in the organisation of sets in Key Stage 2 and of groups within classes which are organised according to levels of attainment. However, they are not used to ensure that tasks are set at appropriate levels for each pupil.
142. Pupils' attitudes towards mathematics are good. This is an improvement since the last report. Within Key Stage 1, pupils' response ranges from satisfactory to good, with three quarters being good. In Key Stage 2, response ranges from unsatisfactory to very good. In most lessons pupils listen attentively, sustain concentration and work hard to complete tasks. Pupils generally work well on their own and, when given the chance, in pairs and small groups. Homework is not used satisfactorily and pupils have little opportunity for personal study to enhance and develop their learning.
143. In the previous inspection the quality of teaching was sound. This situation has now improved. In Key Stage 1, three quarters of the teaching observed was good and the rest satisfactory. In Key Stage 2, teaching is satisfactory. One lesson was very good and a quarter of lessons were good. A satisfactory element of the teaching is the appropriate use of time in all lessons that follow the numeracy strategy. Inappropriate matching of tasks to attainment levels in some lessons meant that certain pupils lost interest and did not apply their knowledge appropriately. The best teaching was

observed in lessons where pupils were undertaking tasks that were related to their level of attainment, where the lessons were well planned and organised, and were conducted at a good pace. Most teachers have a secure understanding and knowledge of the subject and are competent in using questions to check and extend pupils' mathematical understanding. Relationships are generally good and most teachers have high expectations of pupils' behaviour. However, constructive and informative marking is rare. The presentation of work is just satisfactory, but there are too many examples of poor work being accepted and not checked.

144. All statutory requirements are met. There is a policy for the subject. A scheme has been produced, based on the numeracy strategy. This is an improvement on the situation found at the last inspection. Long and medium term planning is satisfactory and provides a basis for the development of pupils' mathematical experiences from year to year. The emphasis on using and applying mathematical skills has improved. Short-term planning is satisfactory. Opportunities for assessment and the detailed planning of tasks appropriately matched for the differing levels of attainment are not always taken. A similar comment was made in the last report. The co-ordinator enthusiastically and effectively leads the subject. He is involved in monitoring teaching and planning, and supports colleagues. The effect of this monitoring on teaching is yet to be fully realised in certain areas of the school. He has attended in-service courses, is a local authority exemplar teacher, and this is beneficial to the development of the subject.

Science

- 144.
145. Although pupils' attainment, as indicated in the end of Key Stage 1 teacher assessments, is below average in 1999, this was a significant improvement over earlier years. The national tests at the end of Key Stage 2 in 1999 show a dramatic improvement from well below average to a good average. There were limited opportunities to observe science being taught in Key Stage 1 and in the Language Classes. Evidence was gained from interviews with pupils and staff and the scrutiny of pupils' work. Standards at the end of both key stages are similar to the national average.
- 145.
146. In the Language Classes, attainment is below national averages at both key stages but is appropriate to pupils' abilities. The findings of the inspection reflect the outcomes of statutory tests and assessments at the end of the last academic year. The results from the Language Classes are included in the school's published results. Standards have risen significantly since the last inspection. Two contributory factors are the establishment of a whole-school scheme of work in science and the introduction of a planned revision programme at Key Stage 2 to prepare pupils for the tests.
- 146.
147. By the end of Key Stage 1, pupils have a sound knowledge of life processes and living things, materials, their properties and physical processes. Pupils in Year 2 can successfully name the parts of a flower, including leaf, bud and petal. About a third can confidently describe how plants absorb water through their roots. They know that water and light are important factors in helping plants to grow. Pupils know that "push" and "pull" are forces and that such forces can pull in different directions. Scrutiny of previous work shows that pupils have successfully identified foods that are good to eat regularly and those that should only be taken in moderation. They have also undertaken investigations with light and sound. Much of the written work seen records the outcomes of lessons. There is limited written or diagrammatic evidence that pupils are systematically developing skills in predicting possible outcomes and then comparing their findings against these.
- 147.
148. By the end of Key Stage 2, pupils have a sound knowledge of science that extends across all the appropriate programmes of study. As a result of the school's recent emphasis on the development of investigative and experimental skills, they have a growing understanding of the ways in which scientists work. This was particularly evident in lessons observed in Year 6 on the effects of gravity, where pupils appreciated the importance of undertaking investigations systematically. They understand the importance of conducting a "fair test". They record their findings in a variety of ways through drawings, tables and, sometimes, graphs. However, the quality and quantity of their written work varies from good to unsatisfactory. Where work is not marked for significant periods it does not reflect the standards which pupils are capable of attaining. There is limited recorded evidence of pupils, particularly those with the potential for higher attainment, planning investigations from start to finish, making hypotheses and explaining their findings.
- 148.
149. At both key stages, pupils use scientific language correctly as, for example, in their work on plants in Year 2 and when talking about reversible changes in Year 4. They enjoy sharing ideas and demonstrate an enthusiastic approach to finding out what works and why. Such an approach helps them to modify their ideas. For example, pupils in Year 3, engaged in testing materials to find those that would conduct electricity, found that the spring of a clothes peg was a conductor but that the peg itself was not.

- 149.
150. Pupils' progress through both key stages, including those with special educational needs and those for whom English is an additional language, is satisfactory overall both over time and in lessons. However, there is clear evidence of unsatisfactory progress over time in the middle years of Key Stage 2. This is reflected in unmarked written work and in the end of year tests. Progress accelerates in Year 6, with pupils benefiting from opportunities to research information to substantiate their investigative work. There is also some very detailed and constructive marking in this year group that positively helps pupils to improve their work. In lessons, pupils make satisfactory progress in developing a sound knowledge and understanding of the curriculum material. Although a focus for development, pupils' progress in developing scientific thinking and their understanding of the ways in which scientists think and work is uneven. Pupils with the potential for higher attainment are not sufficiently challenged. In the majority of lessons it is the amount of work produced rather than the addressing of individual needs that highlights those pupils who learn at different rates. For some of the lower attaining pupils, recording the learning intention for each lesson, which is school policy in Year 2 and above, takes a significant proportion of the available time.
- 150.
151. Pupils' attitudes to science are satisfactory with some good features in the older classes in Key Stage 2. Pupils are eager to learn. On occasions, pupils' enthusiasm runs away with them but, in the best lessons, teachers successfully harness this. The majority of pupils are keen and eager to get on with their work and make progress. Although they express their own opinions openly, pupils do listen to each other. In practical work, the majority work effectively with each other.
- 151.
152. The quality of teaching is satisfactory at both key stages. It ranges from good to unsatisfactory [0]
What proportions are good /satisfactory/unsatisfactory?at Key Stage 2. The majority of teachers plan their lessons well. The learning intentions they identify for their teaching are reflected in the delivery of the lessons. Where teaching is good, teachers clearly identify and share with pupils what it is they want them to learn. During these lessons, learning intentions are repeatedly referred to and, in conclusion, pupils are asked whether they have been achieved. Teachers make good use of their own scientific knowledge and give a good example to pupils by their correct use of technical terms. Good use is made of questions and pupils are actively encouraged to listen and take account of each other's ideas. They are encouraged to make suggestions and to test them against those put forward by others. Where teaching is less satisfactory, what it is planned that pupils will learn and what is actually taught, differ. In these lessons teaching time is not well used and the pace of learning is too slow. These factors have a negative effect on progress and learning.
- 152.
153. Most teachers are systematically developing pupils' scientific thinking and practical skills, although there is still a tendency by some teachers to direct pupils' investigative work too closely. During lessons the majority of teachers support pupils effectively, enabling those with special educational needs and those for whom English is an additional language to make appropriate progress. Where additional adult support is available for pupils, this help makes a good contribution to pupils' attainment and progress.
- 153.

154. The policy is for teachers to assess pupils' progress during lessons and through marking their books. The quality of marking is variable. The best is very thorough. Helpful comments and the setting of targets for development enable pupils to raise their personal standards. In other instances, marking is cursory, irregular or intermittent. This is a weakness and, at worst, contributes to a fall in standards. It is not always clear how assessment information is used to support individual pupils and to set future targets for learning, particularly for those who learn at different rates.

154. **Information technology**

145. At the time of the last inspection, the school was asked to review and improve its provision for information technology. It is clear that much has been achieved in the interim, particularly within recent terms. All pupils are attaining higher levels in information technology than was the case at the time of the previous inspection. At the end of Key Stage 1 pupils' attainment is average overall. Pupils with special educational needs and those with English as an additional language achieve standards in line with their prior attainment. Attainment is consistent across all the national curriculum areas: using, exploring and examining equipment, communicating and handling information and controlling and modelling. Pupils can log on to the computer using appropriate class and name codes. They can identify and use the different tools within specific programs such as Creative Magic and Word and use mouse and cursor controls to move windows round the screen. Although the school has equipment such as programmable toys, these were not observed in use during the inspection.

146. In Key Stage 2 attainment is average overall with higher than expected attainment in a small number of lessons. However, attainment is below that expected in about a third of lessons in the new computer suite, as older pupils revisit previously taught skills to practise on a new range of equipment. There is no difference in attainment relating to gender or ethnicity, though girls in mixed gender pairings are not always given an equal amount of time to work on computers. The teachers are aware of this trend and rotate pupil groups, structuring their sessions to deal with this. Higher attaining pupils are not consistently achieving their potential. Pupils can open programs, find their work in a file, insert art and pictures into their work and use tools on the program toolbars to draw, fill, write text, draw shapes, change colours and patterns. They enter commands to print in both black and white and in colour. Pupils can use control to create stamps and copy to make repeating patterns. They can also change data already held in spreadsheets, using columns and rows and giving each a "cell address" to tabulate and graph information. Pupils are also developing skills of communication, using a video camera to produce their own programmes.

147. Pupils in Key Stage 1 make good progress. In Key Stage 2 they make satisfactory progress. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress. Pupils in Key Stage 1 make good progress in two thirds of lessons and those in Key Stage 2 make good progress in one third of lessons. Generally, teachers' clear learning objectives ensure that pupils make good progress in developing manipulative skills using the mouse and cursor. Pupils are learning to use tools from the networked computers along with combining tool bars and palettes in different programs. Previously taught skills are being consolidated. Lessons provide opportunities to practise each step, ensuring sustained progress. A whole class lesson is used to consolidate learning. Progress is generally slower when pupils do not pay full attention to the teacher's introduction. By not listening carefully they miss the

essential cues given and subsequently require adult help.

148. Pupils' attitudes are good and sometimes very good. They are keen, eager, competent, generally attentive and willing to answer questions. They are enthusiastic in their approach to work. They are capable of producing detailed and neat work. In their practical sessions they work hard and apply themselves, concentrate and persevere especially when developing their manipulative skills and stay on task to problem solve. Pupils generally take responsibility for their own work and frequently take care of less able partners. When they complete a task they are proud of their achievement and throughout use resources with care and attention to safety.
149. Taking into account the specialist teaching input, teaching as a whole is satisfactory, with nearly half of the teaching seen being good or very good. Teachers have good knowledge of the curriculum and match the curriculum to pupils' prior attainment. In the new suite, and during direct whole-class teaching sessions, teachers give careful instructions, so enabling good progress in skill development. Teachers hold high expectations. They expect that pupils will behave and use the equipment correctly. In all lessons the planning is clear, matched to the scheme of work for each year group. There is frequent class feedback on the progress made and the sharing of quality work leads to briskly paced sessions. In the better lessons, teachers have good management skills, especially when providing for pupils such as those for whom English is an additional language or with special educational needs. They use time well to ensure there are no opportunities for pupils to disengage from the tasks set. By making a prompt start to lessons, teachers make full use of all available time.
150. A new policy and scheme of work has been implemented since the previous inspection, along with the employment of a specialist co-ordinator who works with and trains teachers directly. The co-ordinator works with pupils, monitors progress, and maintains equipment to ensure that pupils have full access to a wide and appropriate curriculum. He encourages the use of information technology in subjects across the curriculum. This provision has a positive effect on the pupils' learning.
- 160.
160. **Religious education**
151. Pupils' attainment is in line with expectations of the locally agreed syllabus by the end of both key stages. By the end of Key Stage 1, pupils have a secure knowledge of familiar Christian stories, know the Creation stories from different faiths and have studied weddings, birth customs and holy places relating to a number of faiths. By the end of Key Stage 2, pupils have studied Hinduism and the sacred places of Christianity. They have learned about religious leaders and festivals from a number of faiths. Pupils with special educational needs attain in line with the targets on their individual education programmes. Pupils with English as an additional language make satisfactory progress. There is no variation in attainment between boys and girls.
152. Pupils make satisfactory progress in Key Stage 1. They gain factual knowledge of the principal faiths in Britain such as Christianity, Buddhism, Sikhism and Judaism. They have knowledge of Christian festivals such as Harvest, Christmas and Easter and know that other religions have similar festivals. Pupils understand that each faith has key prophets and leaders and know some of the stories of these leaders. They know about the birth of Jesus, Joseph with his coat of many colours, Jonah and the big fish and the Rama and Sita stories from the Hindu. Their curriculum includes cross-faith themes with

pupils looking at Creation stories, weddings and birth customs, as well as holy places such as churches, mosques and temples. They learn that some places, such as Jerusalem, are important to more than one faith.

153. Progress at Key Stage 2 is just satisfactory. During the inspection, in nearly half of lessons seen, progress was unsatisfactory, either because the work lacked challenge or because lessons were ineffectively managed. However, taking into account the progress evident in samples of work in pupils' books and in displays, satisfactory levels are reached overall. Pupils have factual information on Hindu worship, home worship including Puja and Murtis, festivals and gods. They have undertaken work on figures of authority including religious leaders such as the Jewish rabbi and Christian priests. They have information on the celebrations of key festivals from different faiths such as the Sikh Diwali, Rosh Hashanah, Shabbat, Yom Kippur and the Christian events of Holy Week. Pupils also discuss special occasions, both religious and secular, examine symbolism across the religions of the world and consider the importance of communities for the preservation of religious ideas and ideals.
154. Pupils' response to their work is satisfactory overall. Most pupils produce work that is neat, readable and thoughtful. In class they concentrate and persevere, co-operate well with each other and their teacher and take the initiative in discussions. They recall what they have learned both within and from outside the classroom. Pupils enjoy their work, especially when using artefacts, maps and sacred texts. They are proud of their practical and displayed work, such as the Hindu Diwali, and can explain the story in a respectful and careful manner. Most pupils have a good rapport with their teachers, other adults and each other. Unfortunately, in weaker lessons, their response is poor with a decided lack of reverence for the faith that is the subject of their work and limited respect for their teachers.
155. At Key Stage 1 all the teaching seen was satisfactory and in half of the lessons the teaching was good. In Key Stage 2 most of the teaching was satisfactory. A third of lessons were good, but a further third were unsatisfactory. Generally teachers have a good knowledge of what they are going to teach, with clear learning intentions. These are drawn from the agreed syllabus and from the policy and scheme of work for their year groups. Planning is clear and matched to appropriate resources to support pupils' learning. Teachers in better lessons have developed good management strategies for delivering the curriculum and supporting pupils' learning. They carefully match tasks to pupils' prior attainment and current needs. They have high expectations that the work will challenge. Their teaching strategy strikes a good balance between direct teaching and pupils' own research. These teachers make good use of time and ensure an appropriate pace through lessons, guided by ongoing assessments. In weaker lessons, teachers are let down by poor management strategies. Work is planned that is lacking in challenge or is too difficult in knowledge or concepts for pupils' ages and abilities. When teachers misjudge the time required for activities, this results in work that is too rushed or not matched to the demands of the subject, so that some pupils lose interest.
156. The school curriculum is in line with that of the locally agreed syllabus, matched to a range of resources that are appropriate and used well to support the work in classes. Artefacts, a range of books and a scheme of work support the delivery [E10]of the curriculum. The school makes use of the local community and visits are made to faith centres in the local area. The religious education co-ordinator effectively monitors the delivery of [E11]the curriculum in classes by oversight of planning, sampling of pupils'

work and her support for colleagues.

157. The positive standards indicated in the previous inspection report have been sustained. There is clear evidence of improvement in the quality of documentation available to support teachers in planning for the subject. The availability of the locally agreed syllabus has helped.

167. **Language Classes**

158. The Language Classes are a strength of the school. By the nature of their complex special needs, levels of attainment are individual to each pupil.

159. Pupils in the Language Classes make good progress at both key stages. At times they make very good progress in relation to the targets set in their individual plans. There is a very calm atmosphere created which is conducive to learning.

160. In the lessons observed, pupils in Year 1 say and recognise numbers up to five. They have some difficulty when using comparatives, such as small, medium and large. In Years 2, 3 and 4, pupils make up sentences to match drawings, for example 'the girl is growing flowers'. Several pupils work with words which have 'at' in them. Other pupils are working using Cued Articulation, a signing system that helps them with their sounds. Pupils in Years 4, 5 and 6 make good progress when working with odd and even numbers. When working on mathematics, pupils in Years 3 and 4 recognise geometric shapes and make repeating patterns with them, using shape and colour. Other pupils in Years 3, 4, 5 and 6 use their understanding of the Victorian Era to compose a letter from a Victorian maid to her mother. In Years 1, 2 and 3, when working on gross motor skills, pupils make progress in understanding the concepts of under, over and 'changing legs' to step over an object. They become more aware of the different parts of their feet when 'taking off and landing'.

161. Pupils respond positively. They are motivated and have good attitudes to work. Many have short concentration spans but they persevere with their tasks, encouraged by very patient and sensitive teachers. On the occasions that one or two pupils present challenging behaviour, the situations are handled particularly well by teachers and support staff who show understanding and sensitivity to the pupils' specific needs. Pupils behave well, help each other when they can and form good relationships, both in the Language Classes and in the mainstream classes. They listen well and respond quickly to the teachers' requests. There is great mutual respect between teachers and pupils. This is very important for promoting pupils' good self-esteem.

162. The quality of teaching in the Language Classes is good in three quarters of lessons and very good in one quarter. Where teaching is very good, pupils have their individual target cards on the table so that they are fully aware of what they are aiming to achieve. The teacher focuses very clearly and specifically on work which is planned carefully to help pupils achieve their targets. The work is highly structured and resources are well prepared. Teachers' knowledge of the subject and of the pupils' individual needs is very good. A very calm atmosphere is created so that effective learning takes place. Where teaching is best, including that of the speech therapist and support assistants, the atmosphere is also peaceful and calm and the staff show respect for their pupils. This is particularly important when pupils present challenging behaviour. Lessons take place at

a brisk pace and much focussed discussion widens the pupils' experience and understanding. Questioning skills are used well. Teachers manage their groups sensitively and they skilfully promote appropriate behaviour. Work is planned in small steps and very detailed records are kept. This helps the teachers to plan future lessons and targets. They deliver their lessons clearly. Individual education plans are very good for all pupils in the Language Classes and are referenced to the National Curriculum when possible. Support staff are directed well.

163. The teacher in charge of the Language Classes has been in post for half a term. She is enthusiastic and keen to work with the senior management to streamline the administration in order to make it more effective. This work has already started. The headteacher is also skilled in this area and teaches in the Language Classes if staff are absent. There is clear educational direction. There is very good support and direction from the skilled speech therapists. All staff counsel pupils discreetly as the need arises and this effectively boosts morale, confidence and self-esteem. Liaison with parents is good and the school is developing strategies to improve this, including afternoon sessions when parents can meet and support each other. Accommodation is good. The balance of withdrawal and integration into the mainstream situation is appropriate at present and the school is developing this area. However, staff in the main school are not always aware of the specific targets of the pupils from the Language Classes. Pupils are confident in the integrated situation and greatly enjoy working within the main school. Pupils treat each other with respect.
164. The pupils in the Language Classes receive a broad and balanced curriculum. The monitoring of the curriculum, teaching and pupils' progress is ongoing. All members of staff work very well together as a team. They provide effectively for the individual and complex needs of the pupils. This is a good, professionally managed unit.
165. Since the last inspection there is a new teacher in charge and the administration is in the process of change in order to make it more effective. All records will eventually be on computer. Placements at secondary level are now available in another school[E12].

175. **Other subjects or courses**

175. **Art**

166. A limited number of art lessons were observed during the inspection. Judgements also take account of documentation, scrutiny of pupils' work and discussions with pupils and teachers.
167. Pupils, including those with special educational needs and for whom English is an additional language make satisfactory progress in art overall in both key stages in the context of the reduced curriculum. Occasionally, they make good progress in certain activities in both key stages.
168. Pupils in Year 1 make good progress when drawing from observation, using fresh flowers as a stimulus. They use pastel and try hard to record what they see, for example, the darker area underneath the petals. In Year 2 they mix primary colours to achieve the secondary colours of green, orange and purple. They are delighted when they see green emerging as they mix blue and yellow. They make good progress in the

use of texture and colour when designing a collage of Joseph's Amazing Technicolor Dream Coat.

169. In Year 3, pupils make progress in weaving techniques when they use contrasting colours of paper, coloured wools and string. They have used a variety of printing techniques after studying work by Mondrian and William Morris. In Year 4 pupils make satisfactory progress when they explore texture, making rubbings in the inside and outside environment. Year 4 pupils made very good progress when working with a professional artist to produce stunning tactile ceramic Benin masks. The display of these masks inspires other pupils and they often stop to look at and touch them. Year 3 pupils use colour imaginatively and creatively when producing portraits in the Pop Art style of Andy Warhol. Year 6 pupils made good progress when they worked with an artist to produce collages of stained glass windows. In the lesson observed, pupils in Year 6 made satisfactory progress when working on the concept of negative and positive images in preparation for screen-printing. Pupils with special educational needs make satisfactory, and occasionally good, progress. This is partly because adults are sensitive to their needs and give them extra support when necessary, and partly because their needs are not always in practical subjects.
170. Pupils usually respond positively to art. They work well together and share materials. They concentrate and remain on task but in one or two classes a small minority of pupils are sometimes inattentive. This has a negative effect on their progress and was evident, for example, in Year 4. Pupils are proud of their work. They tidy the room sensibly at the end of lessons and use initiative, for example, in Year 4 when looking for interesting patterns to 'rub' in the playground.
171. The quality of teaching is satisfactory. Teachers' subject knowledge is secure. Their planning is clear and the methods and strategies that they use are appropriate. The noise level in class is occasionally allowed to rise too high.
172. The co-ordinator is keen to raise standards and is aware, for example, that sketchbooks are not used well. She has planned to help teachers develop the use of sketchbooks in order to improve the pupils' close observational skills and their development of ideas appropriately. She supports teachers and has worked with them in the classroom. She gives demonstrations and has delivered in-service training on painting and the use of clay. Another teacher has also given training on printing techniques. A seven level assessment procedure has been developed. The co-ordinator also monitors teachers' planning. Information technology is used appropriately in art, for example, when designing wrapping paper in Year 4. Work on spatial awareness and symmetry link with mathematics and art. This supports the development of pupils' speaking and listening skills, particularly when they evaluate their work and study other artists' work, including that of Klee, Turner, Warhol, Delaunay and Lois Milou Jones. Appropriate visits take place, for example, to the Tate Gallery. This widens the pupils' experience and knowledge.
173. Since the last inspection a policy, programme of work and art guidelines have been put into place. Art skills are now built up in a logical sequence. Planning and monitoring have improved. In-service training has taken place and teachers are now more secure in their subject knowledge. An assessment procedure has been put into place. Pupils are now given more opportunity to explore a variety of art skills and techniques. Model making and sculpture have been developed further. The opportunities given to pupils to

evaluate their own and other artists' work have increased considerably. Stimulating artefacts from different cultures have been purchased, including African masks. Display is good. It enhances the environment and supports the pupils' learning and progress.

183.

Design and technology

174. A limited number of design and technology lessons were observed during the inspection. Judgements also take account of documentation, scrutiny of available work and discussion with pupils and teachers.
175. Pupils make satisfactory progress in both key stages in the context of the reduced curriculum. Pupils in Year 1 make 'sandwiches' using card and explore the structure of sections of fresh fruit, making preparatory drawings for a papier maché representation. In Year 2 pupils choose confidently from a variety of 'junk' materials and papers, and are in the process of constructing a moving vehicle which can 'carry something'. These vary in size, from approximately eight inches to two feet long. Pupils use appropriate design, measuring, construction, joining, painting and cutting skills.
176. Year 3 pupils demonstrate a basic understanding of levers and make a movable toy, for example, a card with moving flowers. They use specific language, including load and effort. They predict what level of movement they can achieve with different placements of split pins. Year 4 pupils are in the process of constructing a torch from card and successfully applying their scientific skills to incorporate a switch. In Year 6, pupils are making model 'fairground rides'. They are also combining their scientific knowledge and can make electrical circuits, simple, parallel and in series. Several groups have also shown that they can attach a motor in preparation for their final product which will be a motorised fairground ride. Pupils have designed and planned these rides and amend them as necessary. They use their literacy and numeracy skills appropriately, for example, when writing and measuring. Pupils with special educational needs and English as an additional language make satisfactory progress when working on the same exercises. This is because they have adult help when needed and also because they work alongside their peers in groups, where pupils discuss problems and help each other.
177. Pupils respond positively to design and technology. They usually concentrate on their tasks, listen to the teachers' instructions and persevere when they have a problem with their work. Occasionally, one or two pupils become restless or wander off task, but they respond when checked by their teachers. In several classes pupils are excited by their work and become a little noisy, but this does not affect their attainment. They help each other and work well in groups, as in Year 6 and Year 2.
178. The quality of teaching is good in approximately two thirds and satisfactory in one third of the lessons observed. Where teaching is good, classes are well organised and the teachers are skilled in keeping the pupils motivated. They do not allow pupils to disrupt the lesson and affect their own and other pupils' progress. Where teaching is satisfactory, teachers are less skilled in managing pupils who try to disrupt the lessons and the pace of the lessons is slower.
179. The co-ordinator for design and technology is enthusiastic and keen to improve standards. He has produced a framework which helps pupils and teachers to work through the full design process. It leads them from the generation and development of

ideas, through step-by-step instructions for the whole design, to the evaluation of the finished piece of work. This has a positive effect on the pupils' learning. Resources are good in this area and there is a specialist technology room.

180. Since the last inspection the school has put into place a programme of work for each year group. Monitoring has improved and planning is monitored by the deputy headteacher and the co-ordinator. There is now some assessment and a record is kept when pupils do not achieve the expected level. However, assessment is recognised as an area that is not developed fully and work to improve this is already planned for later this term.

190.

Geography

181. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in geography across both key stages. However, the standards achieved in the topics studied are below those expected at the end of each key stage. There is, however, evidence of some improvement in this situation now that the subject has a higher profile in school.
182. By the end of Key Stage 1, pupils have limited geographical skills and language. Pupils in Key Stage 1 make satisfactory progress as the focus for their geographical work moves outward from themselves and their homes to their locality, their country and other regions of the world. They show a limited understanding of maps and the use of symbols. Making observations and recording them with detail and efficiency is not satisfactorily achieved. Pupils in Year 1 use photographs to identify features. In Year 2, pupils attempt to locate features on a map, but the maps supplied are inappropriate for the task. Planning indicates that pupils look at the influences of climate upon people's lives and study maps of this country and elsewhere in the world.
183. In Key Stage 2, pupils make satisfactory progress. They attempt to extend their knowledge of the location of countries, cities and important features. In Year 6, they are making a good attempt at distinguishing features from local maps. In Year 4, pupils study features from a small number of photographs and answer a task sheet. However, this is inappropriate for their age. Planning indicates that they learn about physical geographical features, such as rivers, develop an understanding of the human effects upon the landscape, and carry out a comparative study of St Lucia. Satisfactory use is made of the local area. When they measure and record the weather, they use appropriate equipment. Year 3 pupils are involved in a weather study using very basic information.
184. Pupils throughout the school respond satisfactorily in class. Most follow their teacher's instructions. Generally, they collaborate well and are satisfactorily behaved. Their written work, however, is sometimes untidy and is, on occasion, unmarked. Their best work is evident in the recent geography exhibition and in the very good mapwork display in a Year 3 classroom.
185. Teaching in geography ranges in quality from unsatisfactory to good and is satisfactory overall. Teaching is generally directed at whole class groups, with a limited adjustment of task to the range of pupils' attainment. A policy and a scheme of work are in place. There is an acknowledged need to review and revise these on a regular basis. Geography is led by an effective co-ordinator who has recently taken over the

development of the subject. Teaching is monitored by the headteacher and the deputy headteacher, but not the co-ordinator, who monitors the medium and day-to-day planning. Informal assessment procedures for geography are in place, but these results are not used in planning.

186. Resources for geography are satisfactory although there are too few CD-ROM programs. The rich resource of the local environment is used extensively, and teachers organise educational visits that stimulate and support pupils' learning. These include residential trips to a centre in Kent and a trip to Margate by the pupils in the reception class.

History

187. Across Key Stage 1 pupils make satisfactory progress, and in Key Stage 2 they make good progress in history. Pupils with special educational needs and those with English as an additional language make satisfactory progress. The scrutiny of pupils' work, past and present, indicates that pupils in Key Stage 1 are attaining standards below expectations and those in Key Stage 2 are in line with what would be expected nationally. This is a similar situation to that found in the previous report.
188. Progress in Key Stage 1 is satisfactory. Pupils develop an awareness of the ways in which life in the past was different. They show a sound understanding of the sequence of past events. In a Year 2 class, pupils were discussing the expeditions of Cheng Ho, where they were showing some understanding of the concept of exploration. In their work, pupils are beginning to show basic skills of deduction from primary sources. In Year 2, pupils understand that time brings about change. They look at objects from the past and compare them with more recent objects, as in their chronology studies.
189. In Key Stage 2, progress is good. Pupils gradually, through the key stage, make more effective use of increasingly complex source material, for example, when looking at printed accounts of the differences between Athens and Sparta in Year 6. They become more knowledgeable about life in past times, as they carry out studies about Ancient Greece and Egypt, Roman and Viking times, and Tudor England. There is no evidence of them carrying out a local history study, apart from the good quality whole-school project on the centenary of the school. When presenting their work, they are able to organise and communicate their findings with increasing competence. They use the correct terminology when questioned about their topics. Pupils have a developing knowledge and understanding of history. They undertake well-structured and varied work.
190. Teaching in history covers the current National Curriculum expectations. Taking into account the small number of lessons observed and the other evidence available, teaching is generally satisfactory, with more strengths in Key Stage 2. This is an improvement since the last report, when teaching in Key Stage 2 was unsatisfactory. Teachers' subject knowledge is satisfactory. They use correct terminology and several attempt to bring the subject to life. Questioning is used satisfactorily. As a result of this approach, pupils' knowledge, skills, and understanding are gradually developing. Pupils are encouraged to appreciate the richness of historical study, particularly through the history of London, which is a good resource, utilised satisfactorily by the teachers. A policy for history and a scheme of work are in place. Based on these, teachers' planning indicates knowledge of the areas to be taught in an effective and beneficial

manner. In class, pupils undertake broadly the same activity, with limited matching to their particular skills or levels of attainment. This situation appears to be similar to the previous report. Pupils are given an inappropriate amount of time to investigate historical issues and evidence. This is recognised by the co-ordinator, who wishes to develop this area, especially through the use of information technology. There are procedures for the assessment of history. Assessment is not, however, used effectively to reinforce pupils' knowledge, skills, and understanding, so that they can develop enquiring minds about the past.

191. Pupils clearly enjoy the subject. Their work is generally satisfactorily presented, but there is too much work that is not, and this has gone unchecked by teachers. Pupils' behaviour in class is satisfactory and most pupils work well together and with the teachers. This satisfactory attitude is similar to that found at the time of the last inspection.
192. The co-ordinator provides enthusiastic, effective and supportive leadership. She monitors planning and pupils' work, but not teaching, which is monitored by the headteacher and deputy headteacher. This limits the co-ordinator's knowledge of what happens in classrooms. Resources for history are adequate and have improved since the last inspection. The school has now established a wide-ranging collection of artefacts. Educational visits to the local area, museums, galleries, and further afield, are used to support and develop pupils' learning effectively.
202. **Music**
193. There were limited opportunities to observe music being taught during the inspection but there is sufficient evidence to support the judgement that standards have risen since the last inspection.
194. At both key stages the majority of pupils sing tunefully. Most have a secure "feel" for rhythm and an appropriate regard for a piano accompaniment. They adapt well to songs in different styles and from different cultures. However, at Key Stage 1, a significant number of pupils' demonstrate limited auditory skills. Older pupils at Key Stage 2 have a good sense of performance and enjoy opportunities to make live music. They listen carefully to live performances and demonstrate appropriately their appreciation of the skills of others. Older pupils work with graphic scores. As they move through the school, pupils at both key stages make satisfactory progress. Pupils with special educational needs, and those for whom English is an additional language, make similarly satisfactory progress to others.
195. Pupils enjoy music. They are enthusiastic performers and are willing to "have a go". Instrumental performers, some of whom have not been playing for long, demonstrate both confidence and pride in their performances.
196. The quality of teaching is satisfactory. Apart from instrumental tuition, music is taught by class teachers with the valued assistance of a piano accompanist for one of the two lessons each week. In the majority of lessons teachers successfully draw out teaching points from pupils' performances. Lessons are appropriately planned and, in the majority, both time and the skills of the accompanist are used well. Where teaching is good, teachers' subject knowledge and expertise help to extend pupils' knowledge and skills. This was particularly evident in a Key Stage 1 lesson, where pupils were given

frequent opportunities and guidance in order to adapt and develop their ideas for an instrumental background to the story of “We’re going on a bear hunt”. Unsatisfactory features of teaching include a slow pace to lessons and an unsatisfactory match of task to pupils’ skills, knowledge and understanding.

197. The school has created an appropriately equipped room for instrumental and class teaching. The co-ordinator is currently on extended sick leave, but another member of staff leads a voluntary choir. A visiting musician teaches clarinet and recorder, encouraging both enthusiasm and confidence in performance. These performances make a very valuable contribution to school assemblies and the musical life of the school.

207.

Physical education

198. The school achieves standards in physical education in both key stages in line with those expected for the ages of pupils. Dance, gymnastics and games were observed in both key stages. Pupils in Key Stage 2 have not had the opportunity to learn to swim for over one year. The school otherwise provides a broad and balanced programme that meets the current requirements of the National Curriculum. Across the curriculum, when standards are highest, pupils are able to plan and perform well and have opportunities to evaluate their own and others’ work.

199. Pupils at Key Stage 1 show increasing awareness of space. They perform basic movement sequences safely, showing improved control and performance through practice. In a Year 2 class, pupils were involved in group activities, developing movement and balance sequences over apparatus. They were able to develop effective, if simple, sequences. In a Year 1 dance lesson, pupils were developing rolling sequences of increasing complexity. They used the available space well, demonstrating an imaginative response to the tasks set. In Key Stage 2, Year 6 pupils were involved in an outdoor session to develop stick skills in hockey. Initial practice in handling the stick led to the main activity - targeting and passing the ball in pairs. Pupils had little prior experience of hockey and their competence in striking and controlling the ball was still at a basic level. Two Year 4 classes had dance lessons, developing movement sequences on the theme of fire and partly in response to appropriate music. Pupils found this quite challenging and, although they were able to respond in broad terms, it was not evident that they had developed significant understanding of dance or anything beyond the most basic of movements. The mood was not securely established. The success of the session was constrained by the over-exuberance and inattention of some pupils. This did not encourage an atmosphere where pupils would feel comfortable in engaging fully with the spirit of the music and their imaginations. These factors inhibited learning for a number of the pupils. In another lesson, however, where Year 5 pupils were working on the rudiments of dance, by developing fast and slow, large and small movements, using the upper body, pupils were developing an increasingly varied and challenging set of movements. The good progress observed in this lesson reflected the high expectations of the teacher, her good management of the session and the quality of her relationship with the pupils.

200. The school makes provision for pupils to swim in Key Stage 2. This has been structured around regular half-termly lessons for Year 3 and Year 4 pupils, who swim until they have reached a level of basic confidence. As no other suitable venue is available locally, the school has been using the pool of a nearby primary school which is within

walking distance. However, difficulties have arisen in relation to the availability of a swimming coach and no swimming has been taught for over one year. This was due to resume immediately following the inspection. In addition the pool available, while suitable for beginners, is too shallow at 78 centimetres and too short, at 8 metres, to provide other than a basic experience for the least experienced swimmers. The progress of swimmers can be monitored up to approximately 10 metres, but not to the 25 metre swimming standard expected by the end of Key Stage 2. However, the school feels that additional opportunities, such as the access to a swimming pool which is available to some pupils during the annual residential visit, together with swimming outside school, enable pupils to supplement their experience and improve their standards. The school estimates that around three quarters of pupils achieve the swimming standard by the end of the key stage. There is, however, no documentary evidence to support this. Although the school has done what it can to enable pupils to swim, some weaknesses remain in the provision made, which is not fully satisfactory.

201. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2 in those elements of the physical education curriculum which are provided. Occasionally, and particularly for the older pupils, progress is good in Key Stage 2. The best progress occurs when lessons have clear objectives, a brisk pace and pupils have the opportunity to assess the quality of their work and modify their performance in the light of this experience. Pupils with special educational needs make similar progress to other pupils, as do those with English as an additional language.
202. Pupils' attitudes to physical education are good in Key Stage 1 and satisfactory in Key Stage 2. They enjoy physical education and are usually well motivated. In the best lessons pupils listen attentively, carry out instructions without fuss and respond well to expected routines and standards of behaviour. Occasionally, however, they are not sufficiently attentive to teachers and too much time is wasted in regaining control and pupils' attention.
203. Teaching is good in Key Stage 1, and satisfactory in Key Stage 2 with occasional good lessons - and one very good lesson - observed. There was no unsatisfactory teaching. When teaching is good it is because teachers are secure in their subject knowledge and plan lessons well, building on previous learning and developing skills systematically. They structure lessons appropriately to ensure that pupils warm up and cool down and manage pupils well, with a clear emphasis on safety. Lessons proceed at a brisk pace. They give pupils the opportunity to plan and evaluate performances.
204. Extra-curricular sporting activities add to the provision in physical education. These include football, netball, athletics and short tennis. Pupils in Years 4 and 6 have opportunities for outdoor activities through the annual residential visit.
205. The previous inspection report raised few issues in relation to physical education. Variations existed in the quality of teaching and this remains evident. There has been an improvement in pupils' performance in gymnastics, although there were few opportunities to see pupils work with apparatus, particularly in Key Stage 2. There is, currently, a secure scheme of work to support teachers in their planning.
206. The school is well resourced for physical activities, although there is no ready access to grass. The three halls and playground are adequate for the needs of most activities. Staff place an appropriate emphasis upon matters relating to health and safety and they

stress safe practice in the handling of equipment. Almost all pupils are appropriately changed for physical activities.

PART C: INSPECTION DATA

216. Summary of inspection evidence

207. Seven inspectors visited the school for 29 inspection days over a five day period in the second half of the autumn term. They inspected pupils' work over a period exceeding 92 hours, in 139 lessons or part lessons. In addition to observing lessons, inspectors heard a representative sample of pupils read and held discussions both with individuals and with groups of pupils. They attended registration periods and assemblies. They scrutinised the work of a representative sample of pupils.

208. They held formal discussions with governors and with the headteacher, with teaching staff concerning their roles in co-ordinating aspects of the school's work, and with some support staff. They also held informal discussions with parents, governors, staff and pupils before, during and after the school day.
209. They studied a range of documentation, including teachers' planning records from the current academic year. They analysed questionnaires returned by 43 parents. Eight parents attended a meeting with the inspection team and other parents spoke to the inspectors during the course of the inspection.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	363	2	102	182
Nursery Unit/School	52	0	1	0

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	18
Number of pupils per qualified teacher	20.1

Education support staff (YR - Y6)

Total number of education support staff	11
Total aggregate hours worked each week	198

Qualified teachers (Nursery classes)

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	26

Education support staff (Nursery classes)

Total number of education support staff	3
Total aggregate hours worked each week	93.5

Average class size:	26
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Financial data

Financial year:	1998/9
	£
Total Income	1,210,013
Total Expenditure	1,237,361
Expenditure per pupil	2,348
Balance brought forward from previous year	75,049
Balance carried forward to next year	47,701

The figures above include the income and expenditure relating to the Language Classes, a special provision located at the school. Setting aside the £8,859 per pupil funding received for Language Class pupils reduces the overall income per pupil to £2,038. This is an average level of funding for schools in Inner London.

PARENTAL SURVEY

Number of questionnaires sent out:	467
Number of questionnaires returned:	43

Responses (percentage of answers in each category[E13]):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33	60	5	0	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	53	3	7	0
The school handles complaints from parents well	21	51	18	5	5
The school gives me a clear understanding of what is taught	28	60	5	7	0
The school keeps me well informed about my child(ren)'s progress	26	58	9	7	0
The school enables my child(ren) to achieve a good standard of work	23	65	12	0	0
The school encourages children to get involved in more than just their daily lessons	19	53	21	7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23	51	18	9	0
The school's values and attitudes have a positive effect on my child(ren)	28	51	19	2	0
The school achieves high standards of good behaviour	30	49	14	0	7
My child(ren) like(s) school	63	30	5	0	2

Summary of responses

There were very few written comments enclosed with the questionnaires. Two comments concerned pupils' behaviour and the school's response to this. Another related to a perceived lack of homework provided by the school.