

# INSPECTION REPORT

## **ST GEORGE'S CE PRIMARY SCHOOL**

Battersea, London SW8

LEA area: Wandsworth

Unique reference number: 101044

Headteacher: Jaci Park

Reporting inspector: John Bartholomew  
3641

Dates of inspection: 3 – 6 April 2000

Inspection number: 186406

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 with Nursery
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Corunna Road Battersea, London
Postcode:	SW8 4JS
Telephone number:	0207 622 1870
Fax number:	0207 498 9683
Appropriate authority:	The governing body
Name of chair of governors:	Rev. G.M. Vevers
Date of previous inspection:	16 October 1995

**INFORMATION ABOUT THE INSPECTION TEAM**

Team members		Subject Responsibilities	Aspect Responsibilities
John Bartholomew	Registered inspector	Science	How well are pupils taught?
		Geography, Music, PE, EAL	How well is the school led and managed?
Jane O'Keefe	Lay inspector	Equal opportunities, PHSE	Pupils attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Martin Cox	Team inspector	English	How high are standards?
		Design and technology, Art, SEN	
Raminder Arora	Team inspector	Mathematics	How good are the curricular and other opportunities offered to the children?
		Under-fives, ICT, History	

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

### **INFORMATION ABOUT THE SCHOOL**

St George's CE primary school has 228 pupils, including 31 in the nursery, which is around the national average size for primary schools. It is in the heart of a large council estate from which pupils are mainly drawn. There are high levels of social deprivation in the neighbourhood, with almost half the children entitled to receive free school meals. However, the socio-economic profile of the school has improved slightly in recent years. While attainment on entry overall is around the borough average, over half the children fall in the lowest bands in their baseline assessment. 75% of the children come from ethnic minority groups, mainly African and Caribbean, and about a fifth speak English as an additional language (EAL). 19 of these are at an early stage of English acquisition. The school has an above average number of pupils on the special needs register. Although only one of these currently has a statement of Special Educational Needs, a number of others are on the point of receiving statements.

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

St George's is an effective school, which enjoys the confidence of parents and serves its neighbourhood well. The school has made very great improvements since its last inspection. Standards are improving steadily, and compared with similar schools test results are well above average in English and mathematics. Teaching in the school is good overall, with a high proportion of very good teaching. The school is very well led by a strong headteacher and an efficient governing body. The school provides good value for money.

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

- Standards in English and mathematics are higher than for most schools with a similar intake.
- The school is very well led, and efficiently managed.
- The very effective and consistent approach of all staff to assessment, coupled with good teaching, has helped the school to raise the attainment of its pupils.
- The provision for pupils under-five is particularly good.
- Good pupil behaviour and the good relationships that exist throughout the school support a high quality school environment.
- The school cares for its pupils very well.

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

- Some lessons are too long for effective learning to be sustained.
- The school does not provide sufficient outlets to tap the potential of naturally talented pupils.
- In the infants' classes there are insufficient opportunities for developing extended writing across the curriculum, fluent joined handwriting is not developed early enough, and progression in mathematics is not consistent.
- The new computer room is too small, and this makes it difficult for teachers to support children efficiently.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in 1995 at which time it was failing to provide an adequate education for its pupils, and was placed on special measures. In October 1997 3 HMI inspected the school for 2 days. The inspection was carried out under the School's Inspection Act 1996 section 3. At that time the school was removed from special measures.

All the seven key issues for action have been appropriately addressed. Standards have risen in English, Mathematics, science and Information and Communication Technology (ICT). The quality of education in the nursery has improved markedly. Teaching overall has improved. This improvement includes mathematics subject knowledge, and planning the curriculum, marking and assessment procedures are effective and well established. The ethos of the school now encourages learning, and relationships are good. The management team has been streamlined and now leads a team of staff committed to continuing improvement and development. St George's is now a thriving school.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	A	D	B
Mathematics	D	B	D	B
Science	C	B	E	D

<b>Key</b>	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	B	C	C	A
Writing	C	C	C	A
mathematics	D	B	D	C

<b>Key</b>	
well above average	A
above average	B
Average	C
below average	D
well below average	E

While falling below the national average in mathematics, the pupils performed satisfactorily in English at Key Stage 1, and in mathematics at Key Stage 2 although few pupils exceeded level 4 in mathematics. Most results show that last year the school did as well as, or in most cases better than similar schools. The science result in Key Stage 2 was disappointing, and does not reflect the satisfactory standard of work in progress. To ensure that this is not the case in future, the school is planning to prepare children better for science test conditions. From year to year results are likely to fluctuate sharply, as the number of pupils in the year group is quite small and variations in performance by three or four pupils has a significant effect on the percentage score

Over the last three years the school's results have remained broadly in line with the rising national trend in both key stages. Following work on the national literacy and numeracy strategies, and the priority given to developing science, the work seen during the inspection indicates the likelihood of a steady rise in standards over the next few years. For example, good standards are now being achieved in science by a number of children.

A high proportion of children fall into the lowest two baseline assessment bands when they enter the reception class. The school adds value for these pupils and progress overall is good. Progress by pupils with English as an Additional Language (EAL) and Special Educational needs (SEN) are both good due to good provision and well-targeted teaching.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The children like the school and recognise the work that is done on their behalf. Most children are well motivated enthusiastic learners.
Behaviour, in and out of classrooms	With the exception of a difficult and very small minority, the behaviour of pupils is good.
Personal development and relationships	The children develop well in all respects. They have respectful attitudes to each other, and have a good model in the conduct and attitudes of their teachers.
Attendance	Attendance is satisfactory. There has been a gradual improvement in recent years, and punctuality is generally good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

In most lessons seen the teaching, by class teachers, the SEN co-ordinator and the EAL support teacher, was good or better, and a third were considered to be very good or excellent. The consistent approach of teachers to agreed teaching and management methods, backed up by very thorough assessment and good planning has contributed to the raising of pupil attainment. In the few lessons that fell short of the standards of the best, the main factor was less good class management and organisation. English and mathematics are both taught well, and other aspects of the curriculum contribute to the acquisition of literacy and numeracy. Pupils are mostly keen to learn, and they normally meet their teacher's expectations; for example, by finishing their work in the allotted time. Those who find concentration difficult are generally well managed by teachers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school teaches a full, broad and balanced curriculum with an emphasis on English, mathematics, science and ICT.
Provision for pupils with special educational needs	Pupils with special educational needs are closely monitored and well supported and taught. The well organised provision for these pupils is a good feature of the school.
Provision for pupils with English as an additional language	The programme for pupils with English as an additional language and for raising the achievement of Caribbean pupils is effective, and carefully targeted at the pupils with the greatest need.
Provision for pupils under-five	This very good provision includes a stimulating learning environment and a good range of learning opportunities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good for each of these areas of pupil development.
How well the school cares for its pupils	The pupils are very well cared for. They receive very good support and guidance, and behaviour is effectively monitored and managed.
How well the school works in	The school communicates well with parents and provides good curriculum information, although the take-up of the opportunities provided for



partnership with parents	partnership is sometimes disappointing.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head has overseen a very good improvement in the school since the previous inspection. She leads a strong management team. Subject leaders and the SEN co-ordinator also contribute to strong management. A clear ethos for learning has been established in the school.
How well the governors fulfil their responsibilities	The governing body is also strongly led and manages all its responsibilities systematically and effectively. The school understands and applies the principles of best value.
The school's evaluation of its performance	The school is conscientious and effective in evaluating its performance. Extensive monitoring systems are in place and good records are kept.
The strategic use of resources	Staff are deployed effectively. Non-teaching staff provide valuable additional adults to support pupils in their learning. Learning resources are generally good. The school is housed in a pleasant building although some key rooms are also thoroughfares and the new ICT room is too small to meet the needs of whole classes properly.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• The behaviour of pupils is good.</li> <li>• All the staff are approachable and communicate well.</li> <li>• Pupils with special needs are well supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Some consider that higher attaining pupils make insufficient progress.</li> <li>• Some feel that children are given insufficient homework.</li> </ul>

The inspection team agrees with the positive comments of parents

The inspectors' view is that the children are given sufficient homework, but that expectations could be communicated more clearly to parents. Homework is well administered by the school, and done conscientiously by most pupils. The inspectors consider that provision for the higher attainers in lessons is satisfactory, but that more could be done to nurture particular talents, for example in music, art and ICT.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. Children entering the nursery demonstrate attainment below what is expected nationally. Overall, baseline assessment at entry to reception reflects the average for the borough, although it shows over half the pupils in the two lowest bands. This indicates that a high proportion of children need extra support at the early stages of their learning. The very good teaching and learning opportunities in the nursery and reception classes ensures that children under the age of five make good progress in all areas of the 'Desirable Learning Outcomes'. The additional support provided by other adults, including the well-directed teaching provided by the special educational needs teacher in the reception class, is very good. By the time they have reached the age of five the children's overall standard of attainment in all areas of learning has improved and is in line with the expected level for pupils of this age. The school adds value for these pupils and their progress is good.
2. In the 1999 Key Stage 1 National Curriculum tests results in reading and writing show that the standard reached by seven year olds at level 2 or above were broadly in line with the national average. They were well above the average when compared with similar schools. In reading an above average number of pupils reached the higher levels. In writing the number of pupils reaching the higher levels was in line with the national average. In mathematics the percentage of pupils reaching level 2 or above was below the national average but above when compared with similar schools. The number of pupils reaching level 3 or above was close to the national average. Overall, pupils performed better in English than in mathematics. In science, comparisons with national averages using teacher assessments indicate that pupils' attainment was in line with that average and close to it at the higher levels. However, attainment in experimental and investigative science was below. In comparison with similar schools, performance in science was in line with the average.
3. In the Key Stage 2 National Curriculum tests the results in English show that the standard reached by eleven year olds at levels 4 and 5 were below the national average. They were above the average when compared with similar schools. In mathematics the percentage of pupils reaching level 4 or above was in line with the national average but above when compared with similar schools. In science, the school was well below the national average at both levels four and five. In comparison with similar schools, performance in science was below the average. Overall, pupils performed better in mathematics than in English and science.
4. While falling below the national average in some aspects, the pupils performed satisfactorily in English at Key Stage 1 and in mathematics at Key Stage 2. Most results show that last year the school did as well as, or better than similar schools. The science results in Key Stage 2 were disappointing, and work seen indicates a standard far better than these results indicate. The school is satisfied that its teacher assessment results, which are based on secure procedures, provide a more realistic view of standards. To ensure that this does not happen in the future, the school is preparing the pupils better for science test conditions. Over the last four years, the school has maintained its position above the national average in reading and close to the national average in writing and mathematics at Key Stage 1, although in mathematics attainment has fluctuated. At Key Stage 2 the school has maintained a position close to the national average. From year to year results are likely to fluctuate sharply, as the number of pupils in the year groups are quite small and variations in the performance of three or four pupils has a significant effect on the percentage scores. These trends do not take account of the high proportion of pupils at the school learning English as an additional language.
5. The school fell short of the targets set in 1999 for English and mathematics at Key Stage 2. These were felt to be unrealistically set at 80%. The targets set for next year are 75% and considered attainable. Standards are improving at St George's School and there is potential for further improvement. In-depth analysis of the results of the national tests at the end of each Key Stage as well as tests carried out in the interim years in reading and mathematics by the senior management team ensures all pupils needs are catered for appropriately. Currently booster classes support the needs of borderline level pupils.
6. During the week of inspection, the pupils were judged to be attaining acceptable standards in the core subjects of English, mathematics and science across the school. This represents an improvement in mathematics and science at Key Stage 1, and in English and science at Key Stage 2, since the previous inspection. In English pupils develop well from reception onwards and are well supported by the successful implementation of the literacy hour. The pupils are achieving good standards in reading. There are good

opportunities for spelling, good use of phonics, as well as good examples of the use of language across the curriculum in both key stages. However, opportunities for pupils to reach higher levels in handwriting at Key Stage 1 are limited as the teaching of joined-up handwriting is left too late. Teachers often present poor models in their own handwriting, which often fails to conform to the style specified in the school. Opportunities for extended writing at Key Stage 1 in other areas of the curriculum are also limited. In mathematics pupils are developing good mental strategies and there is a strong emphasis on developing skills. Improving standards are well supported by the introduction of the National Numeracy Strategy this year. Setting in the junior classes contributes to good progress by pupils at each level of ability. In science pupils are experiencing greater opportunities to experiment, for example with electricity by making simple circuits, and investigate the properties of different materials. There is good variation in the tasks set in Year 6. However, attainment is better in Key Stage 1 and in the lower Key Stage 2 classes.

7. At Key Stage 1 the pupils achieve good standards in art, design and technology, geography and music. Standards in information technology, and history are satisfactory. Insufficient work was seen in physical education to form a secure judgement on standards in this subject. Pupils at Key Stage 2 achieve good standards in their artwork and satisfactory standards in all the other areas of the National Curriculum. Attainment in personal, social and health education is good at both key stages. Whilst the standards reached in information technology are satisfactory, although in some respects their technical capability is good and well supported by the opportunities provided in the recently opened computer suite. They work diligently at the computers that are timetabled for optimum use.
8. The progress made by the under-fives, against prior attainment, and the progress made by the pupils in Key Stages 1 and 2 is good overall. The standards achieved by pupils with special educational needs satisfactory given their prior attainment. These pupils are making good progress overall with some making rapid progress within their own areas of need. They continue to achieve the specific targets set in their individual education programmes, which are reviewed regularly. This represents an improvement since the last inspection in 1996. The pupils learning English as an additional language also make good progress. These pupils are well supported by specialist teachers who both work alongside the class teachers as well as in withdrawal groups.

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

9. Most pupils have good attitudes to school and their work. They are very enthusiastic and well-motivated learners. They are keen to answer questions and listen well to each other and teachers. They concentrate well during lessons and all of these factors have a positive effect on pupils' learning. The pupils with special educational needs have generally good attitudes in class lessons apart from a small minority who have specific behavioural needs. They cope well in focus group work and respond to the teachers' questions. Good relationships prevail between pupils and between the pupils and staff. The latter represents an improvement since the last inspection. The majority of pupils behave very well in and around the school. The small minority of pupils whose behaviour is challenging is handled very effectively by staff and they rarely disrupt lessons.
10. Playtimes are well organised with different activities available to keep pupils occupied. At lunchtimes pupils behave well. Pupils are friendly and confident, treating each other and adults with kindness and respect. Relationships are now very good in the school particularly between staff and pupils. Staff treat children with courtesy and respect. This was an area of concern in the previous report.
11. Pupils are offered a wide range of opportunities for taking responsibility around the school. In the nursery children's independence skills are promoted well as they choose their own resources, help to tidy up and look after their animals. Older pupils show initiative when organising fund-raising for charity and assisting at school fairs.
12. Attendance is satisfactory. Levels are slightly below the national average, but are showing steady improvement. The school's procedures for monitoring and encouraging attendance and punctuality are good. Registers are completed efficiently and most pupils arrive on time.

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

13. The consistently good teaching in the school has been a major factor in the very great improvement, which the school has shown since the last inspection in 1995. Teaching in the school is good overall, with a high proportion - more than a third - of very good and some excellent lessons. Teaching in the early years was very good overall. Good lessons were seen in all year groups and all subjects observed, and there were no

untoward variations. In all, every lesson but one, where planning and class organisation did not meet the normal standard, was at least satisfactory, and over eighty per cent were good or better.

14. The teaching is effective in terms of its impact on learning and the progress children make throughout the school from a relatively low baseline. Factors contributing to this good quality include: consistently applied methodology based on the school's learning and teaching policy; an awareness by teachers of the individual needs of pupils and appropriate work being given to pupils at each level of ability. Teachers relate well to their pupils and transmit their own enthusiasm successfully.
15. A further important factor is good, calm class management. Although disruptive behaviour does occur in a small proportion of lessons, pupils with the potential for challenging behaviour are normally directed in a way that does not interrupt the flow of learning for the whole class. Good pace is usually a feature of lessons. These are specific improvements since the last inspection. Occasionally lesson introductions are too long to retain the full attention of pupils.
16. In most of the lessons seen, children were informed what was expected of them, what the learning objective was, and how long they had for the task. In the best lessons, teachers reinforced these learning objectives throughout, and maintained a high level of expectation. Care was taken to compliment pupils on working well. There was good use of correct technical vocabulary, explained where necessary. Marking of work is mostly consistent and diagnostic. In just a few instances, it was merely congratulatory. Worksheets are not used excessively, and where employed they fulfil the function of prompting thinking and reducing unnecessary copying, for example of tables for recording observations. Most lessons are rounded off with a question such as 'what were the difficulties we encountered?' and the ensuing discussion helps pupils to think constructively about what the next stage of their learning should be.
17. Teachers are well supported by classroom assistants and student teachers who are aware of the learning objectives for each lesson and bring good skills to their work in classrooms. In an excellent lesson provided by visiting musicians, the class teacher herself gave exemplary support. Pupils with special educational needs and those with English as an additional language are supported in the classroom in a way which provides them with good access to the learning opportunities provided for all the children. The quality of teaching provided by the specialist teacher for special needs, who is also the co-ordinator, is good and has a positive affect on raising standards. She supports class teachers in Key Stage 1 and in the Reception class well, working alongside them as well as in withdrawal groups. The teacher with responsibility for raising ethnic minority attainment (Ethnic Minority Achievement Grant – EMAG) displays similar qualities in Key Stage 2 in her work with pupils with English as an additional language and those on the Caribbean achievement project. Language is well modelled for these children, and visual prompts are used appropriately.
18. The good teaching in the school is based on good planning, including ongoing evaluation, which contributes to the intentions for subsequent lessons. Assessment is also a very strong feature. Good management by key stage leaders has ensured that planning and assessment procedures are manageable, focused, relevant and helpfully monitored. They provide the key agenda for team discussions, which ensure that teachers' work continues to conform to whole school standards.
19. Pupils respond very positively to this good teaching. They acquire skills, knowledge and understanding progressively, and demonstrate interest in and commitment to their classroom work. They work well in collaboration with each other, and show mainly good ability to work independently, for example when teachers are focused on a different group. They participate in setting their own learning targets and have a good level of awareness of their own learning. Even the pupils who present challenging behaviour generally have an underlying keenness to learn.
20. The school has wisely adopted a long morning and a shorter afternoon to make the most of better concentration before lunch. However, there is room for some improvement insofar as the structure of the timetable still creates lessons in some subjects which are at times overlong and which challenge the powers of concentration of many children.

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

21. The school has effectively addressed the weaknesses identified in the previous inspection. There are now appropriate policies and schemes of work for all subjects and an overall curriculum plan, which provides a broad, balanced and relevant curriculum for children under-five and pupils in Key Stages 1 and 2. The curriculum successfully provides opportunities to meet the interests and aptitudes of all pupils, including children under-five and those with special educational needs. It meets statutory requirements to teach all of the subjects of the National Curriculum. Subjects have an adequate allocation of time. This ensures that there is an appropriate emphasis on literacy and numeracy and, in spite of the difficulty identified at paragraph 20 above, a proper overall balance of time in other subjects. The school has a rolling programme of reviewing policies and currently some subject policies are in draft form. A number will need to be reviewed in the light of the revisions to the national Curriculum.
22. The school has successfully implemented the National Literacy Strategy and it is already having a positive impact on pupils' learning. More recently, the school has introduced the National Numeracy Strategy effectively. It is improving pupils' mental arithmetic skills and has also increased teachers' confidence in teaching the subject.
23. The school offers good equality of access and opportunity for all pupils to learn and make progress. All children have full access to the curriculum and make appropriate progress. Pupils with special educational needs make good progress. Withdrawal sessions are kept to a minimum and wherever possible, pupils receive support from assistants or adult helpers in the classroom during normal lessons. All teaching of pupils with EAL takes place in the classroom alongside the class teacher. This ensures that these children get the maximum possible access to the same curriculum as the rest of the class. 3 Key stage 2 classes get intensive input through half the week. There is good liaison with the SENCO who is focused on KS1 – the two teachers interchange and dovetail where necessary to ensure that provision for neither group is spread too thinly. Joint planning enables class teachers to maintain the momentum with these children in second half of week. The more able pupils are properly planned for in most lessons. Some children attend a LEA run Saturday club for talented pupils, but these are not supplemented from day-to-day in school. For example there is no peripatetic instrumental teaching in music, and in a number of other subjects there are too few outlets to ripen natural talents.
24. The range and number of extra-curricular activities is satisfactory. Pupils have opportunities to take part in clubs such as 'Bible is Fun' at the local church, the choir, cookery, art and gardening at different times in the year. Take-up on most after school activities except the Bible club was limited during the week of the inspection, although through the year a number of the clubs are oversubscribed. Teams for cross-country, football, athletics and swimming successfully compete against other local schools. This provision provides some enhancement for pupils' learning, particularly in the physical education, and makes a contribution to pupils' personal and social development. A wide range of visits out of school, for example to museums, places of historical or geographical interest and residential trips enrich the curriculum further.
25. A well-planned programme for personal and social education provides appropriate opportunities for pupils to learn about health issues, sex education and the dangers of drug misuse. The programme encourages pupils to make personal choices and take decisions.
26. The school has effective links with the community and partner institutions. The local beat officer regularly talks to pupils on aspects of health and safety. There are good links with the local church and regular visits from the vicar and other members of the church community. Visits are made to other places of worship, for example the mosque and the Hindu temple. There are some visits to local businesses and industry, for example the pet shop. Sports tournaments and participation in the Battersea musical festival, enrich the curricular opportunities available for many pupils. Every class makes other visits to a number of museums linked to topics in history, geography, science and art.
27. Provision for pupils' spiritual, moral, social and cultural development is good. Spiritual development is promoted well through religious education, regular assemblies, art and music. In assemblies pupils reflect on the issues presented to them and sing hymns with great enthusiasm and emotion. In the nursery pupils'

appreciation of the natural world was fostered well when one child discovered a germinating seed in the sand tray.

28. The school's thorough code of conduct promotes pupils' moral development. Pupils clearly understand right from wrong. Consideration of other people's feelings is carefully promoted through the use of circle times. All adults in the school provide good role models to pupils.
29. Pupils' social development is also promoted well. Pupils are encouraged to relate to each other positively in classrooms and in the playground. During lessons pupils are expected to work co-operatively in small groups. During physical education lessons pupils work well in teams. Pupils are given responsibilities throughout the school with specific monitors' jobs in each class.
30. In addition to a range of examples of Western European culture, awareness of other cultures is promoted well through assemblies when music from around the world is played and discussed. In music lessons also, pupils are encouraged to appreciate music from a range of genres. The art curriculum also contributes well to pupils' cultural development. Pupils benefit from a range of cultural visits. These have included trips to museums, theatres and a mosque. Visitors into the school have included musicians, sportsmen and the police. Overall provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection.

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

31. The school provides a very supportive environment for all of its pupils. This is greatly valued by parents. Overall, there has been good improvement in this area since the last inspection. The staff is very aware of pupils' physical and emotional needs and this enables them to provide a high level of support for all pupils.
32. There are well established and good procedures in place for monitoring and recording pupils' day-to-day achievements and using the information to plan different work for different attaining pupils, particularly in the core subjects of English, mathematics and science. These short-term assessment arrangements are well developed and teachers are appropriately guided on how to measure, record, and use information about pupils' learning on a day-to-day basis. Good use is made of the exemplars in subject portfolios, including several in foundation subjects.
33. The procedures for assessing pupils' attainment and progress over time in English, mathematics and science are very good. A range of assessments, including baseline, statutory tests, and the optional tests from the Qualifications and Curriculum Authority, are used well to monitor pupils' progress. The school uses the results of these assessments to set groups by ability for mathematics in Key Stage 2. The careful analysis also helps to confirm or identify pupils with special educational needs and the higher attaining pupils. Teachers set targets for individuals and groups of pupils, and consequently meet their needs well. Pupils with special educational needs are identified early. They are monitored closely by the special needs co-ordinator and their progress recorded in detail. Consequently, their needs are met well in lessons and they make good progress. The assessment of the pupils' progress is carried out continuously throughout lessons as well as termly and, for the pupils with statements, (of whom there is currently only one) annually to inform the annual review meetings. Statutory requirements relating to statements and Individual Education Plans (IEPs) are complied with. The SEN co-ordinator works closely with the teacher of English as an additional language, who supports mainly in Key Stage 2, as well as the class teachers, parents and the support agencies. Assessment of EAL pupils is the same as for other children, with the addition of the Primary Language Record which is employed for formative assessment of this group. The competence levels of Caribbean heritage pupils is monitored.
34. Procedures are in place for assessment and recording of attainment in information technology, but their use in some classes is inconsistent. Teachers know their pupils well, their own evaluation of the short-term planning is rigorous and provides sufficient information to inform lesson planning and build successfully on previous skills of individuals and groups. Teachers use the schemes of work to guide them in their curriculum planning. This is effective for English and mathematics as the National Literacy and the National Numeracy Strategies ensure that teachers plan work to meet the needs of pupils of different levels of attainment. The assessment and marking policies provide sufficient guidance for teachers to make rigorous and useful assessments. The special individual talents of some pupils, for example in music, are less effectively monitored. The social needs of pupils are well monitored. The strengths and weaknesses in pupils' personal development are shared with parents in the annual end-of-year reports, which are supplemented by a progress reporting meeting with the teacher earlier in the year. The headteacher monitors this information carefully each term and uses it very effectively to promote pupils' attitudes and behaviour in school.

35. Staff at the school know pupils and their families very well and this underpins the level of their understanding of factors affecting their general well-being. Pupils are very well cared for. Clear procedures are in place for dealing with child protection issues. The headteacher is the person designated to deal with any concerns. All staff have had recent training in this area. Thorough procedures for health and safety are in place. Termly safety checks are undertaken by governors and staff. These include formal risk assessments. Any concerns are dealt with promptly. The school monitors pupils' attendance well and this has had a positive effect on the levels in recent years. Parents are contacted promptly regarding unexplained absences and useful support is received from the Education Welfare Service. Good attendance is promoted well through certificates and letters home to parents. Behaviour is monitored closely and pupils causing concern are quickly identified and supported. The range of rewards such as stickers and certificates for good behaviour and effort work well and are prized by the pupils. The school has introduced a range of useful initiatives for dealing with incidents of bullying. Pupils appreciate these. They feel confident that they will be listened to and that their concerns will be dealt with promptly by staff.
36. A full programme is in place for pupils' personal, social and health education with appropriate provision for sex and drugs education. The school has good links with its local church with assemblies regularly held at school by the vicar. Local elderly visit the school and are entertained by Year 6 pupils. The school has had visits from members of Chelsea Football Club. A local family worker visits the school to provide support for pupils particularly in need. The school has satisfactory links with other schools and pre-schools.

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

37. Parents are happy with the school and the education their children receive. A few parents expressed concerns about the progress of higher attaining children. In most subjects they are given challenging tasks which ensure that most able pupils are properly extended in their class work, although this could be improved in mathematics. Parents also expressed reservations about the amount of homework given, but in fact the school has a well thought out and effective homework policy which compares well with that in most primary schools. It was found to be consistently organised and regularly set, with most parents contributing regularly to homework diaries.
38. Parents are supportive of the school and feel welcome. The school communicates well with parents through newsletters, class curriculum letters and twice-yearly consultation meetings. Parents find staff approachable if they have a problem. Written reports, which meet statutory requirements, are issued in the summer term. These provide information on work covered and how well pupils have done. However, pupils' personal targets are not communicated to parents through these reports.
39. Partnership with parents of pupils with special educational needs is good and they are involved at all stages, although they do not receive a copy of the notes taken at the individual education plan review meetings.
40. A small but dedicated parent group also exists which organises fund raising events such as fetes and fairs and participates strongly in the life of the school. Beyond this valued group, parental involvement in the school, although actively encouraged by staff and the headteacher is often limited. Curriculum events to explain the new strategies for literacy and numeracy to parents have been provided but were poorly attended. A few parents do assist regularly in the classroom and on outings. Parents are given copies of the behaviour policy and home-school agreement to sign and keep.

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

41. The leadership of the school is very good, and this has been the main factor in the improvement seen since the last inspection. The headteacher has provided a clear direction for this improvement. She was the deputy head at the time of the last inspection. Promoted to the headship soon afterwards, her response to the school being placed on special measures has been positive and her main objective has been the raising of standards across the board. She has shown an unwavering commitment to this objective. The school now has an ethos for learning which promotes improving standards; for example, the children know about NC levels and are keen to improve.
42. As well as taking the firm action, which was required, the head has remained visible, positive, and approachable. She enjoys the confidence of staff, pupils, parents and governors.
43. Although the deputy headship is currently vacant, the head is well supported by a good senior management team. They work with her in promoting good teaching, and they participate in effective monitoring of

teaching and planning, and of children's work, based on the school's learning and teaching policy. The management structure works well, feeding through to key stage meetings, which deal with topics such as discipline, moderation in the core subjects, and curriculum developments. All staff have a commitment to succeed.

44. The governors are capable in fulfilling their statutory duties and accounting for the school's performance and effectiveness. Their objective is to ensure that the school mitigates any local disadvantages through the excellence of its educational provision. They are led by a very strong, supportive and committed chair who has been prepared to take tough action to improve the quality of education in the school. He has also set targets for improving the performance of the governing body itself, through a governing body development plan, which has been implemented and evaluated since 1996. These evaluations contribute to the setting of future targets. The plan includes targeted governor training, a more efficient structure, a rolling agenda which ensures that business is conducted on a proper cycle, increased emphasis on the curriculum (half the meetings now have a prime focus on curriculum, and involve subject co-ordinators). The chair is personally pro-active in inducting new governors.
45. Governors monitor the school's overall performance, and are knowledgeable about current issues facing the school. They ask the school to account for itself by posing critical questions such as 'why do the school's science results compare so unfavourably with other subjects this year?' and 'why is income shown in a general fashion, not broken down into different categories?' The chair personally checks back on the success criteria identified in the development plan. At school level, detailed records are kept of all monitoring activities. A strong feature of the professional monitoring is written feedback both to individuals and to the staff as a whole of general issues that emerge. Examples of these issues include the need for helpers to be made aware of key vocabulary for a lesson, and reducing the need for children wasting time on unnecessary copying by producing tables to be stuck into books.
46. The development plan is curriculum led, not budget led, thus the plan comes first, and the available budget is then fitted to it. It contains detailed evaluation of the previous year's plan with good examples of effective instruments of evaluation, for example, end of key stage tests (SATs) scores in core subjects compared with school targets, the termly moderation of maths samples and the quality of teaching in literacy assessed by outside adviser. It includes a financial breakdown, broken down under capitation, outside funds, and curriculum initiatives. It lists appropriate priorities for the current year and subject developments, a list of staff meeting topics, the governing body's continuous agenda and a rolling programme for premises maintenance costing over 9 years.
47. The financial administration is secure, and the day-to-day office management efficient. The senior administration officer is a governor, but other governors oversee his work. The school found itself with a larger than intended carry-over at the end of the last financial year due to some unexpected staffing savings, and plans to invest the surplus in upgrading classroom computers to complement the work done in the computer room.
48. The staff is adequate, suitably qualified and skilled for the whole primary curriculum, and well deployed. The work of teachers without class responsibility is focused on the areas of particular need, and their teamwork with class teachers is good. A feature in this school is the larger than normal proportion of non-teaching support staff. These people provide a great deal of stability as well as offering good learning support, and they represent money well spent. The well-deployed learning resources in the school are good for the most part, although there is a lack of historical artefacts, and there are insufficient electronic musical instruments. Accommodation is generally pleasant and contributes to the learning environment, although some key rooms are also thoroughfares, and teaching in the playground is made extremely difficult by the continuous noise of the mainline railway into Waterloo. The new computer room, while a valuable resource, is too small for totally effective teaching. It is difficult for teachers to move about the room to support pupils in tight corners.
49. The school understands and applies the principles of best value. They compare themselves with other schools, using LEA data. There is a healthy element of challenge in the relationship between the governors and the school – less necessary recently, but in the past, this challenge has led to changes in job descriptions. There is some degree of consultation, but the school has not undertaken a parental satisfaction survey other than that done on behalf of the OFSTED team. The annual parents' meeting is poorly attended. Some of the action taken to ensure proper competition has resulted in personal connections being expunged to ensure a good standard of financial probity. The school is stringent in seeking tenders for jobs over £500. Most larger services are tendered for by the LEA and the school benefits by economies of scale. These do not always produce the best value; for example, the school obtains better value by employing cleaners locally.
50. The pupils have below average attainment on entry, and the socio-economic circumstances in the



neighbourhood are poor. Taking into account the effectiveness of the school, the quality of the education provided, and the high unit cost, which, although high, is nevertheless typical for inner city schools, the school provides good value for money.

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

### **Key issues for improvement**

- The school should evaluate its present timetable arrangements to find a way of providing periods of a more appropriate length for some subjects. **Paragraphs 20, 103, 118)**
- The school should seek outlets, for example in English, music, ICT, PE and art to tap the potential of naturally talented pupils. **(Paragraphs 23, 94, 113, 119)**
- In Key Stage 1, the school should review the English curriculum to provide earlier opportunities to develop extended writing and joined handwriting, and in mathematics to improve progression and develop work in data handling. **(Paragraphs 6, 69, 77, 88)**
- The governors should investigate ways of enlarging and developing the IT room**(Paragraphs 48, 116)**

### **Further minor issues which the governors may wish to include in their action plan**

- Ensure that all parents fully understand the current homework arrangements**(Paragraphs 37).**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	16	24	8	1	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	221
Number of full-time pupils eligible for free school meals		105

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	1	56

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	44

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.91
National comparative data	6.5%

#### Unauthorised absence

	%
School data	0.68
National comparative data	0.24%

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	11	12	11
	Total	21	22	21
Percentage of pupils at NC level 2 or above	School	84 (77)	88 (77)	84 (87)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	10
	Girls	12	11	12
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	84 (90)	88 (80)	88 (87)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	99	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	6
	Girls	8	10	8
	Total	17	17	14
Percentage of pupils at NC level 4 or above	School	68 (79)	74 (82)	56 (84)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	10
	Girls	10	11	10
	Total	19	19	20
Percentage of pupils at NC level 4 or above	School	76	74	80
	National	68 (65)	69 (59)	75 (69)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	41
Black – African heritage	47
Black – other	22
Indian	2
Pakistani	
Bangladeshi	
Chinese	6
White	37
Any other minority ethnic group	5

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

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE including headteacher)	9.2
Number of pupils per qualified teacher	30.6
Average class size	27.1

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

Total number of education support staff	6
Total aggregate hours worked per week	174

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	62.5
Number of pupils per FTE adult	10.3

*FTE means full-time equivalent.*

### **Financial information**

Financial year	98-99
	£
Total income	519425
Total expenditure	535868
Expenditure per pupil	2372
Balance brought forward from previous year	50547
Balance carried forward to next year	34104

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	221
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	14	0	2	0
My child is making good progress in school.	71	25	0	2	2
Behaviour in the school is good.	63	33	2	0	2
My child gets the right amount of work to do at home.	50	27	15	4	4
The teaching is good.	69	25	0	0	6
I am kept well informed about how my child is getting on.	64	30	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	82	16	0	0	2
The school works closely with parents.	60	36	4	0	0
The school is well led and managed.	63	38	0	0	0
The school is helping my child become mature and responsible.	51	41	4	2	2
The school provides an interesting range of activities outside lessons.	35	44	4	4	13

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

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

51. The school has a 31 place full-time nursery for 3-4 year-olds. Children are admitted to the main school at the start of the autumn term each year as rising fives. At the time of inspection, 15 children in the reception class were under-five and following a broad range of learning experiences within the nationally recommended areas of learning, broadly incorporated into the National Curriculum programmes of study. The school has made great strides in improving the provision for the under-fives since the last inspection.
52. On entry to the nursery, the majority of children have limited skills in the areas of language and mathematics. They settle down quickly and enjoy first-hand experiences and purposeful play. Most children make rapid progress over their time in the nursery and reception class. By the time they are five, children's attainment is found to be average in language and literacy and mathematical area of learning. For a significant number of children in the reception class, the attainment is above average in language and literacy as a direct result of effective teaching in the literacy hour. In the area of knowledge and understanding of the world, children in both nursery and reception class achieve above average standards by the age of five. Most children reach expected standards for their age in the areas of physical, creative and personal and social development. Children with special educational needs receive good support to enhance their progress, as do those whose first language is not English.
53. The curriculum for nursery and reception classes is appropriately linked to the nationally agreed areas of learning for the under-fives. The programme of work in place is effectively based on the advancement of children's skills, knowledge and understanding related to the key areas of learning and broadly incorporated into the National Curriculum programme of study. It is extended in the reception classes to embrace the national literacy and numeracy strategies. Assessments take place on entry to the reception class and there are consistent procedures for assessing children on a day-to-day basis to check their on-going progress and plan what they need to do next. Regular meetings take place to ensure effective liaison between the nursery and reception classes. There is an effective system of collaborative planning to provide a well-balanced programme of learning, and the well organised indoor and outdoor accommodation allows some effective combined use of resources by both the classes.
54. The overall quality of teaching in both nursery and reception classes is very good. Teachers plan effectively to provide a stimulating range of activities for which learning intentions are clear. They know how young children learn and extend their responses sensitively. Their expectations are appropriate and the tasks always match children's level of functioning and skill. The staff in both classes work effectively as a team and support one another. The assessment procedures and the recording of children's day-to-day progress are good. Teachers consistently build on what has already been achieved.

### **Personal and Social Development**

55. By the age of five most children attain the expected standards in their personal and social development. They quickly feel confident and secure in the nursery, and make good progress as they learn to co-operate share and take turns. They work both as part of a group and independently, and use their initiative in solving problems. Most children develop confidence, knowledge and independence through constant encouragement and a variety of learning situations. They begin to form positive and respectful relationships, and to communicate effectively with one another and with adults. The adults act as good role models for children and explain clearly what is expected of them. Some simple classroom rules are shared with all. Children listen very well and understand set routines. They are taught the difference between right and wrong and are guided to behave sensibly at all times. Children show consideration and respect for property and each other. They are attentive and eager to learn, and enjoy sharing their work with any available adult. Most children participate enthusiastically in teacher-led and self-initiated activities. The learning areas are always well prepared and organised with a good range of interesting activities. The children are managed very skilfully and kept purposefully occupied. Their play and responses are supported and extended sensitively. Children are both happy and secure at school.

## Language & Literacy

56. By the age of five, the majority of children reach the expected standard, while a significant number achieve higher than average standards in language and literacy skills especially in reading and writing. Overall, given the high proportion of children who enter the school at a below average level, this represents very good progress through the nursery and reception classes. Children listen attentively, speak clearly and confidently and respond well to stories and songs. They are skilfully supported through constant encouragement to talk and share experiences. Pupils are given planned opportunities, for example, daily discussion times to talk about their work and develop new vocabulary. During the inspection, the imaginative exploration of the story of 'Handa's Surprise' provided an opportunity for this. Most children showed a good recall of events in the story. Children enjoy imaginative play in the nursery and reception classes, for example the very well set up 'fruit and vegetable shop'. A few nursery children write their own names unaided. They can draw and paint with increasing control and some produce strings of letter type shapes. Children in reception class regularly participate in a range of opportunities structured to develop early writing skills, for example, using 'play writing' in the 'office'. Very good progress is made when adults work in small groups to provide opportunities for direct eye contact and individual attention. Children handle books carefully and know how these are organised. They regularly listen to stories and follow the well-structured programme of 'Jolly Phonics' in both nursery and reception classes. The older children in reception confidently associate sounds with words and letters. Many have made a very good start at reading. All children are encouraged to take books home and share with adults. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words especially in the reception class. The literacy lessons effectively promote the development of early reading, writing and spelling skills. Children show knowledge of the sequence of events in the story and use the keywords confidently, for example, in their work around the story of 'Jack and the Beanstalk'.

## Mathematical Area of Learning

57. By the age of five the attainment of the majority of children attain the expected standard. Children's progress in the mathematical area of learning is good overall. Most children can match, sort and count using every day objects. A few children are able to count to ten, and have a satisfactory grasp of 'one to one' when counting. Opportunities to include practical activities to understand and recognise numbers are well planned. Many children can recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. A few older children can describe objects by position, shape, size, colour and quantity. They are beginning to use mathematical phrases of comparisons such as, bigger, smaller and middle size. This is evident in their use of large and small construction equipment and working with jigsaws. Pupils in the reception class make good progress in counting sets of objects accurately to 20 by rote, recognise and write numbers one to ten in correct order and sequence objects by size accurately. There are sufficient opportunities especially for the oldest in the reception group, to make representations and write the number symbols correctly. Most children demonstrate developing knowledge and understanding to solve simple problems involving addition and subtraction, and vocabulary such as, add one more or take one more away, how many altogether and how many left. There is effective adult involvement in children's activities. Children are constantly challenged and helped to move forward, through talk in both nursery and reception classes. Teachers plan suitable activities to consolidate the correct use of language involved. They also use number rhymes and songs to enhance learning.

## Knowledge and Understanding

58. Most children attain good standards in developing their knowledge and understanding of the world. Children talk interestingly about planting cress and make routine checks on how it is growing, in order to support their understanding of the idea of growth. This work is well supported by a fascinating and well-labelled table displaying plants at various stages of growth and decay. They confidently name the parts of a plant. Children freely explore with sand, water and play-dough, and explain clearly what they are doing. There are good opportunities for children to explore with everyday objects of interest; as well as select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building. Regular cooking sessions enhance children's learning of change in cooking ingredients. All children are given useful opportunities to apply their senses, for example tasting different fruits from Handa's story and carefully looking and naming all animals in the story. Children talk about pets, for example the class hamster, and ask inquisitive questions such as, why does it have cheeks filled with food? Many older children in the reception class successfully learn to name the main parts of the body and explain their functions. Most under-fives demonstrate good development of the computer skills expected for their

age. They can save and print, and demonstrate developing control of using the mouse to move pictures on the screen. There is effective adult involvement in children's activities and encouragement to explore new ideas. The science element of this area is suitably emphasised. Children are effectively supported in their understanding through walks in the local environment. The stimulating nature displays enhance children's learning in both nursery and reception. The staff respond positively to pupils' responses and provide appropriate explanations to the questions children ask.

## **Physical Development**

59. By the age of five the attainment of the majority of children is in line with the expected standard. The overall progress in the physical development of all the under-fives is good. Children are confident and well co-ordinated in the use of large play equipment such as bikes. The spacious outside provision and the available outdoor resources are used sufficiently well to promote the development of fine and gross motor skills through effectively planned activities, and to progressively provide experience with skills such as running, riding, throwing and catching, balancing, climbing and jumping. The reception pupils move imaginatively, demonstrating satisfactory body control and awareness of space. They use construction toys and malleable materials with appropriate tools, and demonstrate reasonable hand and eye co-ordination. Children are beginning to follow simple diagrams to make models out of constructional equipment and reclaimed materials. They are developing confidence in the use of different joining materials and tools such as scissors, glue and tape for developing hand control and manipulative skills. Older children have a regular opportunity for singing and action games, PE and movement with music in the main school hall. Teachers plan effectively to match tasks to their own expectations and children's level of functioning and skill. They provide calm and sensitive support and show a good understanding of how young children learn. The outdoor provision to enhance children's gross motor skills in the use of a range of large and small community toys and riding equipment such as bikes and climbing equipment is good. The staff have an appropriate awareness of health and safety issues.

## **Creative Learning**

60. Most children show good progress in all areas of creative learning and attain satisfactory standards. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint symmetrical patterns on a butterfly. There are good displays of children's artwork in both nursery and reception areas. Children also use malleable materials and construction toys to make models. They sing and clap rhythms and express enjoyment. There are opportunities for children to explore sound and depict ideas and feelings through using percussion instruments. Two musically talented nursery pupils gave a spontaneous and integrated duet of a song with an instrument. Support staff work closely with teachers and make positive contributions to children's learning, as when participating in the role-play for shopping and helping children to select most appropriate materials for their models. Teachers talk to the children and ask relevant questions to extend their vocabulary.
61. Resources for the under-fives are sufficient and accessible. These are well organised and used effectively for all areas of learning. The teaching areas are spacious and organised imaginatively into logically defined and visually attractive areas with stimulating and interactive displays to enhance children's learning. The overall provision for all under-fives is strength of the school.

## **ENGLISH**

62. The pupils' standards of attainment in English are in line with the national average at Key Stages 1 and 2. This represents an improvement in English at Key Stage 2 since the last inspection in 1995. Pupils with special educational needs achieve standards which are satisfactory when related to prior attainment, and they make good progress. The pupils learning English as an additional language achieve standards in line with other pupils by age eleven having made very good and sometimes rapid progress.
63. In the 1999 Key Stage 1 National Curriculum tests results in reading and writing show that the standard reached by seven year olds at level 2 or above were broadly in line with the national average. They were well above the national average when compared with similar schools. In reading an above average number of pupils reached the higher levels. In writing the number of pupils reaching the higher levels was in line with the national average. Inspection evidence based on a wider range of literacy tasks than the tests, indicate that there is some very good attainment in speaking and listening, and in reading and writing.



64. In the Key Stage 2 National Curriculum tests the results in English show that the standard reached by eleven year olds at levels 4 and 5 were below the national average. They were above the national average when compared with similar schools. Observation of pupils in lessons, looking at their work and hearing them read shows that they currently achieve the expected attainment level and that standards in speaking and listening are often good.
65. The school's national test results in Key Stage 1 have shown continuous improvement except for a dip in 1998. Over the last four years, the school has maintained its position above the national average in reading and close to the national average in writing at Key Stage 1. At Key Stage 2 the school has maintained a position close to the national average, steadily improving except for a dramatic drop in 1999. However, from year to year results are likely to fluctuate sharply, as the number of pupils in the year groups are quite small and variations in the performance of three or four pupils has a significant effect on the percentage scores. These trends do not take account of the high proportion of pupils at the school learning English as an additional language.
66. The school fell short of the target set in 1999 for English at Key Stage 2. The target was felt to be unrealistically set at 80%. The targets set for this year are 75% and considered attainable. Standards in English are steadily improving and there is potential for further improvement.
67. The pupils are achieving good standards in reading supported by a progressive approach from Reception through to Year 6. The successful implementation of the literacy hour is having a good affect on standards and progress. The pupils show very good attitudes towards reading and treat books with care. There is a good habit of regularly taking books home to read and updating the reading diaries, although this tends to diminish at the top end of Key Stage 2. The pupils who read to the inspectors read well, with enjoyment and from appropriately chosen texts for their ages and abilities. Regular testing throughout the school, as well as the continuous assessment of the pupils' progress, ensures pupils are presented with appropriately matched and challenging work for their needs.
68. There are good opportunities for pupils to write for a variety of audiences, from captions, phrases to explain the sequence to story, letter writing and writing poetry in Key Stage 1; to writing persuasively for improving their environment, writing dialogues and reports in Key Stage 2. In Years 5 and 6, most pupils have some knowledge of how to draft, revise and edit their work and present it in an acceptable manner. Pupils in Year 5 were looking at fact and opinion in a piece of writing about environmental issues relating to tourism in St Lucia. They were able to write in support of tourism and in saving the environment giving reasons for and against. The Year 6 pupils had a good understanding of the difference between formal standard English and non-standard English in their work on a Fan Club Letter extolling the virtues of a minor pop group. The content was topical and relevant to the age of the pupils. They examined the different points of view and weighed up the arguments in order to establish a balanced view. Most can recount stories, make comparisons and express preferences. Most can find information using the contents and index pages of the book.
69. In Key Stage 1, there are more opportunities for the development of writing in the literacy hour than in other lessons across the curriculum. There is a sound approach to spelling and good use of phonics to support spelling as well as reading. They are beginning to show a good understanding of the structure of a sentence and the use of capital letter, comma, question mark and full stop. Examples of the use of extended writing in other areas of the curriculum are limited. Handwriting is taught systematically throughout the school and the pupils' work is neat and tidy. However, opportunities for pupils to reach higher levels in handwriting at Key Stage 1 are limited as the teaching of joined-up handwriting is left too late. Teachers sometimes present poor models in their own handwriting, for example on the board and when writing in children's books, which is often not in the hand specified in the school's policy for handwriting. Some teachers do not use a joined hand in their classroom writing.
70. Standards in speaking and listening are good overall across the school, although speaking is stronger than listening in Year 2. On entry to the Nursery, the pupils' attainment is below national expectations for their ages. However, by the time they enter Year 1, in Key Stage 1, pupils can sustain concentration as expected at this age. They usually listen to their teachers and respond to questions in short phrases and sometimes in sentences. They can understand and talk about the story they have heard or read with the teacher. In a lesson observed in Year 2, after reading together with their teacher, 'Town Mouse in the Country', the pupils retold parts of the story by taking on the roles of characters and presenting their work to the class audience. In a Year 1 plenary session, the pupils were able to articulate well what they had learned about ordering letters and words in alphabetical order. They can predict 'what happens next?' By

the end of Key Stage 1 pupils can speak confidently and listen well, respecting the values, beliefs and opinions of others.

71. The response of pupils to their work and lessons is good. They show keen interest in books and particularly in fiction. They contribute with enthusiasm to the whole class session in the literacy hour and maintain good levels of concentration. Most relate well to adults and other pupils. Where opportunities allow, they work well on their own, in pairs and in groups making choices and take responsibilities for their work and decisions. They show respect for the feelings, opinions and efforts of others.
72. The quality of teaching is good, overall. Some very good and excellent teaching was observed in both key stages. The work of the support staff and the two specialist teachers for special needs and English as an additional language is very good and a strength of the school. All teachers have secure subject knowledge supported by recent training in the literacy hour initiative. Planning is clear and purposeful, both across the year groups and within them. Teachers plan their lessons well; organising activities and tasks taking into account the needs and abilities of pupils. They are supportive and provide opportunities for all pupils to contribute to the lesson, including those with special needs and who have English as an additional language. Their support of pupils, and the continuous assessments they record, are good and a strong feature of the school. The teachers appropriately support pupils undertaking writing exercises. In most classes the teachers create a purposeful working atmosphere in which pupils contribute fully to the flow of the lesson. They set imaginative and stimulating tasks for the pupils. At the end of Key Stage 1, there was some evidence of insufficient planning and some difficulties with pupil management related to the limited listening skills of pupils.
73. The scheme of work for English closely supports the requirements of the National Curriculum and the National Literacy Strategy. The literacy co-ordinator has enabled curricular initiatives to be introduced to the work of the school and have provided additional resources. The literacy hour is firmly in place and is beginning to improve standards. Assessment procedures are very good and are consistently applied to inform planning.
74. The range of books and other resources is good, serving the demands of the curriculum and the needs of the pupils. There is a central library and a reading resource room available to staff and pupils. Classroom libraries are well resourced throughout the school. School-made resources are well deployed. Homework is set regularly and the involvement of parents, where available, helps to enhance the language skills of pupils. For example, reading workshops are initiatives which encourage development of literacy skills for pupils.

## **MATHEMATICS**

75. Children enter the school with below average attainment. The results for 1999 National Curriculum tests for 7 year-olds indicate that standards in mathematics are below the national average, but in line with schools that have similar characteristics. The results of 1999 tests for 11 year-olds indicate that the proportion reaching the expected standards of level 4, is in line with national average, although the percentage attaining the higher level 5 is well below the national average. The school fell well short of its target for year 1999. Nevertheless, when compared with similar schools, pupils attain standards that are well above average. Over the last four years, the overall standards in mathematics are close to the national average. An analysis of results shows that boys and girls in both key stages have maintained a broadly similar level of achievement in the last four years. The last inspection in 1995, reported variable achievement in Key Stage 2 and below average attainment in Key Stage 1. The current inspection findings reflect the improving standards in mathematics. Pupils' overall standards of attainment in both key stages are in line with the national expectation for that age. The targets set in agreement with the local education authority for this year are more realistic and the school is on course to meet or exceed them.
76. This encouraging improvement is a direct result of the successful measures taken by the school such as teaching in ability groups in Key Stage 2. The school's successful implementation of the National Numeracy Strategy is already impacting well on standards in mental arithmetic in particular. Pupils' skills in numeracy make a positive contribution to pupils' attainment and progress in other subjects. A thorough analysis of the results of the optional testing at the end of Years 3, 4 and 5 highlights pupils' strengths and weaknesses in the subject and is carefully used to set targets for individuals.
77. Pupils' progress over their time in school is good. Suitable emphasis is placed on applying knowledge and rapid acquisition of numeracy skills. Pupils with Special Educational Needs and those with English as an additional language, make good progress. Their progress accelerates where tasks are closely matched to

individual stages of development and learning can proceed in progressive, manageable steps. Pupils enter Key Stage 1 with close to average attainment of basic number skills. These are steadily built on as they move through the school. Pupils in Year 1 show developing understanding to solve simple problems. Their confidence is built on as they are given tasks well matched to their ability. They write numbers correctly and

in order beyond 20, recognise simple coins and their value and think of different ways of making up 10p. A majority of pupils confidently recall addition and subtraction facts to 10, while some higher attaining pupils continue up to 20 and show a developing awareness of place value. In Year 2, pupils consolidate previous learning and understanding of number in their mental calculations for example multiples of 10. They confidently recognise simple relationships and patterns and identify halves and quarters in numbers and shapes. They apply their knowledge of counting money and make up combinations of different coins to 50p. The higher attaining pupils have begun to recognise and use coins up to the value of one pound. However their progress in relation to Year 1 is rather slow and majority of pupils have not yet begun to understand the place value of digits and to arrange numbers to 100 in order. Pupils have adequate knowledge of two and three-dimensional shapes. Their skills of measuring length are developing slowly and many are becoming increasingly confident at explaining their work. A computer-generated birthday graph was the only specific example found of data handling in Key Stage 1. This represents an important gap in the programme of study. Pupils develop appropriate mathematical vocabulary, and learn to use it accurately in their work.

78. Pupils continue to make good progress in Key Stage 2. By the age of eleven, they demonstrate developing mental mathematical skills. The combination of well-structured numeracy lessons together with good teaching has a positive impact on pupils' attainment in number. Years 5 and 6 pupils in their setted sessions use their own knowledge of multiplication tables effectively when solving problems and have understanding of place value in numbers up to 1000. The majority of pupils in Year 6 understand fractions, decimals and averages, and some higher attaining pupils know how to work out percentages and their equivalents. Pupils learn to calculate areas of right-angled triangle, rectangles and squares. Through their regular mental and oral sessions, pupils learn their own suitable strategies for problem-solving and investigational strategies in numbers. Most Year 4 pupils demonstrate developing competence in working out equivalent fractions and use vocabulary such as numerator, denominator, halves, quarters and equivalence accurately. Year 3 pupils show sound understanding in their ability to identify halves, quarters and one-thirds of two-digit numbers. Pupils understand how to use and interpret simple data. Year 6 pupils investigate different types of graphs and make good use of IT for data handling. However, in this key stage there is scope to develop a wider range of appropriate real life problem solving situations. Pupils' ability to solve problems and to use units of length, capacity and time in practical contexts, is limited.
79. The organisation of teaching in ability sets in Key Stage 2 successfully contributes to satisfactory and sometimes good progress in lessons. Pupils in these groups show increased competence in the use of different strategies to analyse and solve number problems. Many pupils demonstrate developing confidence to explain their work and record with improved understanding. However, the higher attaining pupils are sometimes not sufficiently challenged with practical, investigative and problem solving tasks.
80. Pupils' attitudes in mathematics are good. Throughout the school pupils are very well behaved in their lessons and have a positive attitudes to their work. They persevere and approach the tasks with good interest and enjoyment. Most adopt good work habits and collaborate well in pairs and groups. Presentation of work is generally satisfactory. Most pupils apply themselves well to their task and are willing to ask questions and communicate what they have learnt. Relationships are very good and promote effective learning.
81. The quality of teaching in mathematics is mainly good. It is very good in more than 50% of the lessons across the school. Most teachers have good knowledge of the subject and high expectations of work and behaviour. They use good teaching methods and effective organisational strategies. In the best lessons, teachers provide brisk pace, clear purposes and tasks are well matched and challenge pupils' thinking. Their teaching approaches include effective exposition, good quality discussion and opportunities for consolidation and practical work. Introductions to lessons are often lively, teachers use questioning to good effect and manage the pupils very well. In most lessons, teachers' day-to-day assessment of pupils' work is purposeful. Their marking is generally positive and completed regularly, but this is not always diagnostic. Teachers use assessment to inform future planning of pupils' work, and effectively relate to the levels in the National Curriculum. An unsatisfactory lesson in Key Stage 1 was characterised by the lack of effective planning, organisation and suitable structure to the lesson. All teachers set a suitable amount of homework

to extend what is learnt in school and this helps to consolidate pupils' understanding. Their planning is thorough and detailed, including clear intentions supported by well-prepared resources.

82. The school has made good strides towards raising standards, and the successful implementation of the numeracy strategy. Most teachers are carefully following its structure. The co-ordinator is hard working and enthusiastic. Mathematics has been a focus for development. Results of school's own assessments are analysed and used to set individual targets. There are good systems for monitoring pupils' attainment and progress as they move through the school. A portfolio of pupils' work assessed against National Curriculum levels is in place to guide teachers. The end of year reports show what pupils have achieved and generally identify what they need to do next. There are good resources effectively organised for ease of access. Each classroom is equipped with a range of basic practical equipment.
83. Pupils' skills in numeracy make a positive contribution to pupils' attainment and progress in other subjects. A scrutiny of pupils' work in books and on display shows examples of pupils' number work in all relevant subjects. Examples include collecting and representing simple data in science, co-ordinates in geography and skills of measurement applied in design and technology.

## SCIENCE

84. In the 1996 inspection, standards in science were reported as being broadly in line with national expectations, but with a significant degree of under-achievement due to lack of challenge in some of the teaching, and an insufficient emphasis on experimental and investigative work. Although statistically standards of attainment have not risen significantly, there has been an overall improvement in the learning and teaching of science in the school, and there are few examples of under-achievement. There has been a strong effort to improve attainment in science in the school. The disappointing result in the Key Stage 2 SATs last year is attributed to poor performance on the day of the test by some pupils – a failing which the school is now actively seeking to make good. The trend over time, the consistent sound quality of work in lessons and very well presented science books indicated that this was an abnormality. The teacher assessment at the same time provided a more realistic picture of attainment at eleven.
85. In Key Stage 1, two lessons were observed. In both, the quality of teaching and learning were good. The pupils showed satisfactory attitudes in one and good in the other, and attainment was as expected for the age. For example, in Year 2 most children knew that metal conducts electricity, most were able to work together to construct an electrical circuit, and some were able to add a rudimentary switch using a paper clip.
86. In Key Stage 2, where five lessons were observed, most of the teaching was good with one very good and one satisfactory lesson seen. This was reflected in the learning. Attainment at the end of the key stage was easily up to the expectation for the age, and good attainment was seen in the younger junior classes. Most classes displayed good attitudes to learning the subject. Also working on electrical circuits, the pupils in Year 6 had progressed to a sophisticated understanding, identifying quickly reasons for failed contacts, and improvising to complete circuits after an imaginative teacher had provided them with sets of apparatus with missing links.
87. In all the lessons seen children were engaging successfully in investigative science. Subjects for investigation included the soundproofing qualities of various materials, the factors that change the pitch of a sound, and which solids dissolve in water. In all classes they had an understanding of what constituted a fair test, for example stirring liquid for equal amounts of time to assist dissolving. In most classes the children made predictions about their observations. Pupils' recording is good, and teachers offer recording methods appropriate for pupils of different abilities. Some younger children attempt to write sentences to describe their experience, but in general the opportunity for more extended writing is not sufficient in the Key Stage 1 classes. Recording in a range of formal and informal styles is a feature of the work at Key Stage 2, which contributes to the acquisition of literacy skills. Because most of the tasks have a suitable element of challenge, their achievement ensures that children made good progress in lessons, and progress over time is also good, an illustrative example being the development in the pupils' understanding of circuitry described above. Pupils with special needs and those with English as an additional language make progress commensurate with that of other children. In one lesson the teacher responsible for EAL team-taught a science lesson with the class teacher, bringing a good visual element and some good vocabulary

into the experience shared by all the children.

88. The school allows a generous amount of timetabled hours to science. The curriculum is planned in a way that ensures progression, revision and full coverage of the programme of study. Guidance produced by the Qualifications and Curriculum Authority (QCA) is used to supplement the scheme of work. Teachers' planning is monitored by the co-ordinator, and her written reports feed into the whole school monitoring overseen by the headteacher. Science is thoroughly assessed, and an assessment portfolio showing typical examples of work at each National Curriculum level, used at key stage levelling meetings, is regularly updated.
89. Resources are adequate for teaching the subject, and the school has an attractively developed courtyard garden with a pond and labelled beds of plants which a group of Year 2 children were able to talk about in scientific terms.

## **ART**

90. The pupils attain good standards in art at both Key Stages 1 and 2. There is evidence of some very good standards of work across the key stages. The pupils make good progress in all aspects of the art curriculum. The school has maintained the standards achieved at the time of the last inspection in Key Stage 1 and improved the standards in Key Stage 2. In the lessons observed, the pupils showed good attitudes to art and behaved well.
91. Pupils work well with a range of materials and equipment to create a variety of good quality compositions, often to support other areas of the curriculum. For example, illustrations and diagrams are carefully executed and show a developing maturity as the pupils move through the school.
92. In Key Stage 1 pupils in Year 1 have a developing knowledge and understanding of art vocabulary. They explore colour, texture, shape and pattern through direct experience. They were experimenting with different kinds of materials and textures during the inspection, using their observational skills to develop a collage of a special person in history. These pupils showed good observational skills, use of tools and materials. The printing on display by pupils in both Key Stages 1 and 2 is well developed and shows appropriate accuracy and care for their ages. In Key Stage 2 examples of line and pastel drawings showed good skills in perspective and appropriate shading techniques. Sound work in the style of Monet was also evident in Key Stage 2 using pastels and collage and sectioning techniques. Art contributes well to the pupils' cultural development. Good quality Rangoli patterns and Diwali clay lamps were displayed in Year 5 and Chinese dragon masks in Year 3.
93. The quality of teaching is good. There were some examples of very good teaching in both key stages. The teachers have good subject knowledge and expertise. The co-ordinator is aware of the experience amongst the teachers and their growing confidence in teaching the subject. However, this is not always sufficient to extend the most able artists. Teachers and other adults collaborate to enable pupils to produce large-scale pictures. For example, the group pictures of local buildings produced in Year 1. This brings relevance to the art curriculum. Teachers' planning is thorough in the long, medium and short-term. Planning to support the pupils' spiritual development is limited, and although the art programme provides, indirectly, for reflection, awe and wonder, there are missed opportunities to enhance this aspect of learning. There is a useful art policy and a detailed scheme of work for each year group. The procedures for assessment are satisfactory.
94. Resources are plentiful, in good condition and well used. The locality is well used to support the art curriculum. Visits are made to galleries, museums and places of interest. Visiting artists, including a local potter, further enriches the art provision. However, expertise amongst the parent body is generally untapped.

## **DESIGN AND TECHNOLOGY**

95. Owing to timetable arrangements during the week of the inspection, no lessons were observed in Key Stage 1 and only one lesson in design and technology was observed in Key Stage 2. Evidence gathered from discussions with the co-ordinator and pupils and through an analysis of work samples, portfolios, photographic evidence and work on display indicates that the pupils attain at least satisfactory standards. There is evidence of some good standards of work both in design and making across the key stages and the pupils make sound progress. This represents an improvement since the last inspection at Key Stage 2. Standards have been maintained at Key Stage 1.

96. In Key Stage 1 pupils can construct simple models using cutting, folding and gluing techniques. They are introduced to levers by way of constructing monsters with moving parts. Older pupils in the key stage have constructed rooms and houses with furniture and fitting from their own designs, investigating the suitability of different materials and scale. In Key Stage 2 the pupils' knowledge and understanding of the design and technology process is further developed. Year 3 pupils were in the process of making a working lighthouse from their design drawings. This activity had obvious links with science and circuits. Year 2 had made sweets, cakes and biscuits in their investigation of food technology. They had also designed a plate of food depicting a meal 'good enough to eat'. Year 6 had designed toys for children aged four and interviewed children in the reception class. This approach introduces the important element of market research and

further enriches the subject provision. The Year 5 multi-cultural designs printed onto fabric displayed in the classroom showed evidence of appropriate progression from previous learning. However, more emphasis is still needed in developing a greater knowledge and understanding of the process of designing and making in Key Stage 2.

97. The quality of the teaching in the lesson seen was satisfactory. From the evidence available, it is at least satisfactory across the school. From discussions with the co-ordinator, it is evident that a great deal of work has gone into providing an appropriate curriculum provision since the last inspection. However, teachers are generally insecure in their subject knowledge and need further training, support and guidance. The co-ordinator is monitoring the teaching and learning with a view to revising the scheme of work based on the new programmes of study for design and technology. The school acknowledges control technology as being an area that needs further development. An assessment procedure is in place, although its implementation is an area of weakness recognised by the school. Teachers' planning is thorough in the long, medium and short-term.
98. The school is well resourced for design and technology. The materials and equipment are well organised in the central resource room.

## **GEOGRAPHY**

99. Only three geography lessons were observed during the inspection. On the evidence of these, and a study of the work in a sample of books, overall attainment in the subject is in line with the expectation for the age of the pupils, and that progress by all pupils, including those with pupils with EAL and SEN is generally good. An art lesson in Key Stage 1 drew good links with children's sketches of local buildings made during a neighbourhood study.
100. Geography shares timetable space with history, usually for half-termly blocks. The children's books indicate that history receives the greater level of attention. In Key Stage 1, there is good progression, some appreciation of cultural differences, but little evidence of children asking questions from their own observations. However, a conversation with an able group of Year 2 pupils indicated good subject knowledge for their age. They were able to correctly identify England, Australia and Africa on an unlabelled map of the world, and to ask appropriate questions about a photograph of a forest destroyed by fire. An infants' class made a map to illustrate Red Riding Hood's journey through the woods, successfully locating the wood to the north and other features at other cardinal points. This work was reinforced by a group in the class programming a Roamer using cardinals. In the junior classes, some understanding was shown in a younger class of the economic importance of tourism, and an older class studying the Caribbean noted the effects of hurricanes on local culture, and looked at banana production.
101. The geography curriculum is strongest on map skills, which are developed in most year groups, and were central to all the three lessons seen. Children in a junior class developed their understanding of scales, although in this lesson the introduction of co-ordinates blurred the main learning objective. The oldest juniors, as part of their study of contrasting localities, made maps proposing appropriate land-use in the centre of Lille, and were asked to justify their choices – a thoughtful interpretative activity, although some pupils became immersed in unnecessary colouring in.
102. Teaching in the lessons seen ranged from satisfactory to good, and the pupils engaged with the activities and consolidated their skills. Pupils attitudes to learning were generally good, and they showed commitment and interest. Some lessons extended too long to sustain interest to the end.

## HISTORY

103. Only one lesson in Year 2 was timetabled during the inspection. Additional evidence for progress was therefore derived from examination of pupils' work, interviews with staff and pupils and teachers' planning. Pupils' progress in history is judged to be satisfactory in both Key Stages 1 and 2. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress.
104. In Key Stage 1 most pupils demonstrate a developing understanding of the past and a sense of chronology by their ability to sequence events and objects. Through visual sources and examination of old and new toys, younger pupils in reception class discover aspects of the past and compare them with present times. Year 1 pupils make a visit to transport museum and compare old and new means of transport to understand how these have changed over a period of time. Year 2 pupils make comparisons between their lives and those of others who existed a long time ago. They carefully look at old pictures of what Roman soldiers or a Tudor boy wore. Pupils are developing confidence in the correct use of words and phrases that relate to the passing of time. Year 2 pupils demonstrate satisfactory knowledge of the past and understand that events in history really happened and that some happened a long time ago. They have some factual knowledge of the great fire of London and have begun to understand the causes and consequences of events in the past. Their progress is enhanced by their visit to the Tower of London.
105. In Key Stage 2 most Year 6 pupils recall relevant information and demonstrate sound factual knowledge of Britain since the 1930s. They look at old games, toys and clothes to find out about the changes in fashion. Year 5 pupils learn about characteristics of the past periods and recognise changes, through the study of life in Victorian Britain. Year 4 pupils find out about the lives of rich and poor as part of their study of the Tudor monarchs. Year 3 pupils learn about the Ancient Egyptians and record information about their clothes and jewellery. They learn about the River Nile and find out about 'mummies', Gods and Goddesses. They know something of their customs and the way of life. However, pupils are not sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Many do not confidently ask questions from the past in order to develop their historical enquiry. There are some opportunities for pupils to use information technology to support research and investigation in history.
106. Most pupils are interested and inquisitive about the past. Their attitudes and responses in history are positive. They show keen interest in finding out about how people lived in the past and how things have changed over time. They behave well in most lessons and listen attentively.
107. The quality of teaching is at least satisfactory based on the evidence gathered and the one lesson observed in Year 2. Teachers make effective use of own knowledge and understanding of the subject.
108. Teaching of history makes satisfactory contributions to the development and use of literacy skills. Effective discussion about the past ensures that pupils make sound progress in speaking and listening. The teaching also contributes adequately to the development of writing and spelling.
109. Resources are adequate in range and quality. The out of school visits to local places of interest based on class topics effectively enhances pupils' learning. There are no formal procedures for assessment of pupils' progress in history, but day-to-day assessment contributes to teachers' planning. The co-ordinator monitors the work in history according to the school's procedures. There is currently a long-term scheme of work.

## INFORMATION TECHNOLOGY

110. By the end of each key stage, most pupils attain levels that are in line with national expectations, but a significant number of pupils in both key stages attain standards exceeding the expectation for their age. The school has greatly improved standards achieved at the time of the last report. Some good quality equipment has been bought to improve provision and enable the teaching of discrete information communication technology (ICT) skills.
111. Pupils' work in information communication technology contributes satisfactorily to their work in other subjects, such as word processing in English and when using number programs and data handling skills to communicate findings in mathematics and science. Pupils in both key stages, including those with special educational needs and those for whom English is an additional language make good progress over time. Regular access to the computer suite is helping to raise the standards pupils achieve and increase the good progress they make in developing their computer skills. Although many pupils have computers at home, there are those who start school with very little experience. The youngest pupils learn the names for the component parts of a computer. They quickly develop skills and use the mouse to move and control pictures on the screen. For example, pupils in the reception class sequence pictures in the life cycle of a

butterfly and confidently add captions to their work. Pupils in Year 1 build on their familiarity with computers, communicate through painting and drawing, and learn the routines associated with printing and saving their work. They use mouse accurately and show good control and selection of colour when drawing pictures using RM 'Colour Magic'. Year 2 use graphics to design a clown with eyes that lit up on the computer. They develop their familiarity and use with 'icons' and discuss the advantages and disadvantages of using a computer. There are examples of pupils using computers for data handling, for example, a block graph on 'favourite ways to travel'. Pupils gain competence in using word processing programs during Key Stage 1 and most pupils acquire sound basic keyboard skills by the end of the key stage. A range of basic information technology skills are introduced by the end of Year 2, although the computer is seen as a device for producing attractive print-outs rather than a tool for drafting and re-drafting creative writing.

112. In Key Stage 2, pupils are introduced to a wider range of computer applications and extend their skills considerably. They learn how to access CD-Rom applications when searching for information. In word processing pupils become familiar with different fonts, type sizes, styles and colours, they are less confident in using the facilities of 'cut', 'copy' and 'paste' to re-organise their work. Year 3 and 4 pupils learn the routine concerned with the use of mouse or 'shift' key to highlight text and change size and style when editing. Year 4 have used Roamer World and worked out instructions to make different shapes. They have begun to realise how series of instructions affect results. Years 5 and 6 alter text by moving blocks from one place to another when using a word processing package. Year 6 pupils have used computers successfully to produce surveys. However, opportunities to provide extension work to help develop a more versatile range of skills linked to a range of National Curriculum subjects are limited.
113. Pupils' attitudes towards information technology are good. They enjoy using the computer and work independently with suitable software, taking increased responsibility for their learning. Most pupils successfully share the control of the program when working in pairs.
114. No lessons were observed in Key Stage 1. The quality of teaching is good in Key Stage 2 and on the basis of pupils' work seen, examination of planning and discussion with pupils, appears to be at least satisfactory in Key Stage 1. Good teaching mainly reflects the teachers' developing subject knowledge and expertise. Teachers make effective use of the computer suite for their own training and are skilled in the use of the 'smart whiteboard' for structured teaching of IT. The confidence and expertise of teachers is boosted through appropriate training and support by the co-ordinator in teaching and developing the subject across the curriculum. The school is attempting to improve standards further through a clear focus on planning and implementation of a skills framework. The existing schemes of work are being effectively implemented to ensure a good range of information technology opportunities for all pupils. Pupils are currently presented with full coverage of the National Curriculum Programme of Study. Lessons in IT concentrate on the basic skills and this is beginning to be effective. There are strategies in place to assess and record pupils' progress with reference to the National Curriculum requirements. The monitoring role of the co-ordinator is well developed. Leadership and management of the subject is good.
115. Good use is made of the audio visual aids available in school. Access to computers by the pupils is regular and well organised. The school has plans to further enlarge its information technology resources with more machines in classrooms and an Internet facility. The provision of a consistent system of computers through the school has the potential to deliver smoother and more rapid progress for pupils. However, the new designated computer room is too small for whole classes to work properly. Workspaces are too close together, and it is difficult for teachers to move to children in some positions to provide any hand-on support that they might need. In some cases, this limits the progress made in class lessons.

## **MUSIC**

116. The pupils provided uplifting singing in assemblies seen during the inspection. An enterprising choice of hymns, backed by lively recorded accompaniments, produces singing, in a range of styles such as reggae, where pupils are confident and have mastered the rhythmic subtleties. Assemblies also include a good range of music for listening, drawn from a range of musical styles and cultures.
117. Music is now taught in the classroom by class teachers, an improvement since the last inspection when it was dependent on specialists. In the lessons observed, the teachers showed sufficient subject knowledge to be able to help children to develop their understanding of pitch, rhythm and elementary notation. Teaching was very good in the one lesson seen in Key Stage 1, and the two lessons observed in Key Stage



2 were respectively good and excellent. The excellent lesson was provided by visiting musicians who using minimal resources and mainly the children's voices helped the children to devise a group 'tone-poem' as part of a composite piece about a journey. This lesson was very well supported by the participation of the class teacher. In all classes, children responded well to the lessons. The infant pupils showed good negotiation skills and creativity when composing rhythmic patterns in pairs; the older pupils became deeply involved in what they were doing. However, two of the three lessons seen were too long and lost their impetus during the last few minutes.

118. Standards achieved are good in Key Stage 1, and satisfactory at Key Stage 2. Although good work was seen with the older children, they are not taken far enough to realise the obvious potential that exists. They lack good technique when playing simple percussion instruments. There is no opportunity, partly for economic reasons, for them to receive peripatetic instrumental tuition. There are insufficient electronic instruments to extend learning. There was no example seen of teaching to improve singing technique beyond the enthusiastic, although the school does assemble a choir from time to time to offer performances when required. Music is an area which could be developed to harness and develop the undoubted talents of the pupils.

## **PHYSICAL EDUCATION**

119. Too few PE lessons were seen during the inspection to make a secure judgement about standards. In one Key Stage 1 class, the teaching was good, constantly reinforcing the learning objective and ensuring a good level of pupil activity throughout the lesson. Children practised ball skills through a series of relevant activities. The children were mostly able to link throwing and catching actions, and attainment was appropriate for the age of the children. They enjoyed the lesson and behaved well. The more able children enjoyed the opportunity to demonstrate their skills, but were not sufficiently extended by some of the activities. Two playground lessons with Key Stage classes were marred by continuous loud railway noise, making teaching very difficult. One result of this was overlong explanations with children straining to hear. A hockey lesson by visiting instructors was satisfactory and promoted new skills, with good support provided by the class teacher. A rugby lesson in very cold weather was well taught, and again promoted new skills with useful teaching support by the school's SAO. In both these lessons the children were good tempered, collaborative and played within the rules of the games and activities being offered.
120. The school teaches a full PE curriculum. Junior children from three classes are taken swimming for one term at a time, providing an ample opportunity for swimming skills to be learned across the key stage. Games, athletics and gymnastics are all included in the programme, and there is some dance although the development of this area is a current priority. Outdoor and adventurous activities tend to be focused around an annual residential school journey. The timetable allows for 2 hours per week to be taught to infants, and one and a half hours for juniors.
121. The accommodation is adequate, but the school does not have easy access to suitable green space for games activities. The playground is suitable for teaching a games lesson, and the high-fenced court is available for playground football on a rotation basis. At lunchtimes this court is used for a variety of organised games run by a trained lunchtime helper. A small grassed area has been provided with basketball hoops which are popular with the children. The hall is spacious and enjoys good storage space. The school is well resourced, and the resources include well-stocked apparatus boxes for use by children during playtimes. Although none were seen during the inspection week, some sports activities are offered on an extra-curricular basis, and the school competes occasionally against other schools at football, cricket, netball, athletics and cross-country.