

INSPECTION REPORT

Tower Bridge Primary School
London

LEA area: Southwark

Unique Reference Number: 187757
Inspection Number: 100813

Headteacher: Mr Paul Lewis

Reporting inspector: Mrs Valerie Singleton - 23044

Dates of inspection: 27th to 30th September 1999

Under OFSTED contract number: 706547

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

INSPECTION REPORT
INFORMATION ABOUT THE SCHOOL

| | |
|-------------------------------|---|
| Type of school : | Infant and Junior with Nursery |
| Type of control : | Local Education Authority |
| Age range of pupils : | 3 to 11 years |
| Gender of pupils : | Mixed |
| School address : | Fair Street Tower Bridge Road London SE1 2AE |
| Telephone number : | 0171 407 2959 |
| Appropriate authority : | The Governing Body |
| Name of Chair of Governors : | Mr Peter John |
| Date of previous inspection : | April 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|--|--|--|
| Mrs Valerie Singleton, Registered Inspector | Mathematics; Physical Education | Equal Opportunities; English as an additional language; Attainment and progress; Teaching |
| Mrs Jane Chesterfield, Lay Inspector | | Attendance; Pupils' spiritual, moral, social and cultural development; Support, guidance and pupils welfare; Partnership with parents and the community; Staffing, accommodation and learning resources. |
| Mr Robert Allen, Team Inspector | English; Art; Music; | Leadership and management; The efficiency of the school. |
| Dr Thomas Allen, Team Inspector | Science; Design and Technology; History; Geography. | Attitudes, behaviour and personal development; The curriculum and assessment. |
| Mrs Maureen Sinclair, Team Inspector | Information Technology; Religious Education | Special Educational Needs; Early Years. |

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Teaching is good throughout the school and pupils are very well managed;
- There is a secure and caring environment;
- Relationships between pupils and all adults are very good;
- There is very good provision for moral development and effective procedures for promoting good behaviour;
- There is good provision for pupils with special educational needs, to which learning support assistants make a good contribution;
- The school seeks and gains significant input from specialists and outside agencies;
- Finances are handled very efficiently, and the school provides good value for money.

WHERE THE SCHOOL HAS WEAKNESSES

- I. There has been too little improvement in religious education;
- II. Insufficient attention is paid to ensure that pupils gain skills and knowledge in each subject progressively;
- III. The monitoring role of subject co-ordinators has not been fully developed;
- IV. Provision for spiritual development is weak;

The school has more strengths than weaknesses. It is judged to be improving. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents and guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

- V. Attainment in English, information technology and mathematics has steadily improved during the past three years;
- VI. Teachers have clear lesson objectives and plan to meet the different abilities of their pupils in especially English, mathematics, science and information technology;
- VII. There is joint planning between the Nursery and reception class to ensure continuity and consistency;
- VIII. The monitoring role of the English and mathematics co-ordinators has been extended, and plans are in hand to extend this to other subject co-ordinators;
- IX. Progress of higher attaining pupils is monitored and provision made for them to be more appropriately challenged;
- X. Playground facilities have been improved for Key Stage 2 pupils;
- XI. The school development plan has clear targets and evaluative procedures;
- XII. There are improved resources for mathematics, religious education and music.

There has been satisfactory improvement since the last inspection. The judgement is that the school has the capacity to achieve the targets set and to maintain current standards.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

The information shows, for example, that while standards are well below the national average, in mathematics and science they are the same as those of similar schools, although they fall below in English. Results at the higher Level 5 are well below the national average in English, below the national average in mathematics and close to the national average in science.

In 1999, the school's results continued to improve, showing a considerable rise in performance in all 3 subjects over the past 4 years.

When pupils leave school at eleven, standards in information technology are at the expected level, but in religious education they are unsatisfactory. Physical education is good and there are some strengths in art. There are some weaknesses in geography, design technology and music. History is satisfactory.

The attainment of children when they enter school at five is below that of most children of their age. They make good progress in reception and satisfactory progress throughout both key stages.

QUALITY OF TEACHING

| Teaching in: | Under 5's | 5 – 7 years | 7 - 11 years |
|------------------------|-------------|-----------------------|-----------------------|
| English | <i>good</i> | <i>good</i> | <i>good</i> |
| Mathematics | <i>good</i> | <i>good</i> | <i>good</i> |
| Science | | <i>satisfactory</i> | <i>satisfactory</i> |
| Information technology | | <i>good</i> | <i>good</i> |
| Religious education | | <i>unsatisfactory</i> | <i>unsatisfactory</i> |
| Other subjects | | <i>satisfactory</i> | <i>satisfactory</i> |

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

Out of 62 lessons observed, teaching was very good in 3%, good in 61%, satisfactory in 33% and

unsatisfactory in 3%, making it good overall.

There are particular strengths in pupil management and subject knowledge, especially English. Teachers set high expectations of behaviour and commitment to work. Effective questioning challenges thinking. Very good use is made of learning support assistants.

The unsatisfactory teaching was due to insecure subject knowledge or a lack of pace.

• **OTHER ASPECTS OF THE SCHOOL**

| Aspect | Comment |
|---|---|
| Behaviour | Good, also in the playground and when pupils move around the school. No evidence of bullying or harassment. Pupils know and accept the rules. |
| Attendance | In line with the national average at 93 per cent. |
| Ethos* | The ethos is good, with very good relationships. |
| Leadership and management | The Headteacher has a clear vision and strong commitment to providing a caring, cohesive community. A hard-working management team has helped raise standards. The well-motivated governing body shares aims and values. |
| Curriculum | Broad with all subjects offered, including religious education, with sex education and drugs awareness included in a science topic. The school has yet to fully implement its schemes of work so that pupils are taught the relevant skills and concepts in a progressive way. Good use of National Literacy and Numeracy Strategies. A good range of assessment procedures, with the results now being used to change teaching and influence planning. |
| Pupils with special educational needs and English as an additional language | Good provision for pupils with special educational needs and this is well managed. Pupils make satisfactory and sometimes good progress. Targets on individual educational plans are clear. Less good provision for pupils with English as an additional language, but school now in control of finances and planning improvements. |
| Spiritual, moral, social & cultural development | Spiritual development is unsatisfactory. Moral development is very good. Pupils are gaining good social skills. Satisfactory cultural development. |
| Staffing, resources and accommodation | Sufficient, well qualified teaching staff; support staff are well trained and effective. Good use of specialists for home/ school links and emotional support. Accommodation is satisfactory, apart from the Nursery and outdoor play area for the younger children. Generally good learning resources. |
| Value for money | Good value for money. |

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

THE PARENTS' VIEWS OF THE SCHOOL

| What most parents like about the school | What some parents are not happy about |
|--|--|
| XIII. Their children like school. XIV. The headteacher and staff are very approachable. XV. The school keeps parents well informed and listens sympathetically to concerns. XVI. Children are helped to achieve good standards of work. XVII. Their children are well cared-for and are encouraged to get involved with more than daily lessons. | XVIII. There were no significant issues raised |

These views are taken from the questionnaires sent to parents (25 per cent were returned) and the 16 parents who attended the parents' meeting. The judgements of the inspection team support these views.

KEY ISSUES FOR ACTION

To raise standards further by building on its strengths, the school needs:

- a) To improve religious education by:
-)implementing a good quality scheme of work that matches the Agreed Syllabus;
 -)providing the necessary training for teachers who feel insecure about the subject;
 -)planning to include opportunities for pupils to record their learning;
 -)identifying aspects of the Agreed Syllabus where it is appropriate to assess pupils' achievement;
 -)the co-ordinator being given time to monitor curriculum delivery and assessment;
 -)using the local community for additional expertise and resources.
- (paragraphs 19, 30, 34, 48, 74, 132 - 139)

This key issue is a restatement from the previous inspection.

- a) to improve curriculum planning by:
-)reviewing curriculum coverage in the foundation subjects where, as a result of the greater focus on literacy and numeracy, less time is available, in order that pupils' skills and understanding are developed progressively;
 -)teachers referring closely to the schemes of work so that the work matches the age and experience of the pupils;
 -)extending the role of the co-ordinators so they check, monitor and evaluate planning across the school;
 -)including opportunities to develop literacy and numeracy skills in all subjects.
- (paragraphs 15, 31, 41, 67, 123, 139, 143, 150, 157, 163)
- a) to improve spiritual development through the school by providing opportunities for pupils to:
-)express their inner feelings, beliefs and thoughts;
 -)explore lives that exemplify universally valued qualities;
 -)look for meaning and purpose in the world;
 -)feel a sense of awe and wonder in aspects of all areas of the curriculum,
- and for the school to improve the acts of collective worship so they have a sense of occasion and importance.
- (paragraphs 41, 48, 134)

There are some other areas that the headteacher and governing body will need to address:

-)Ensure the presentation of pupils' work is of a high standard, with the implementation of a handwriting policy, opportunities to edit and redraft written work, and for the oldest pupils to use pen (see paragraphs 25, 34, 98, 102, 105, 115)
-)Ensure the co-ordinator and staff receive appropriate training for teaching pupils with English as an additional language (see paragraphs 37, 54, 67, 70)
-)Consider ways of improving the outdoor facilities for the Nursery, Reception and Key Stage 1 pupils (see paragraphs 8, 40, 58, 75, 83, 92)
-)Review the library stock (see paragraphs 76, 106) and
-)Ensure that all statutory requirements are met in the school brochure and the Governors' Annual Report to Parents (paragraphs 61, 69).

· INTRODUCTION

Characteristics of the school

1. Tower Bridge Primary School is located near its famous namesake and has been established for over one hundred years. The school is a typical Victorian three-storey brick building with a small hard-surfaced play area. There has been a recent focus on improving the outdoor area and it now has some pleasant features.
2. The school is an average sized primary school. Numbers have remained static over the past few years and at present there are 204 full-time pupils on the school roll. The school has a nursery class, which has 18 full-time children who are joined by 7 part-time children for the morning and 7 other part-time children for the afternoon session. Children are accepted part-time the term before they are four and they have a full time place at least one term before they transfer to Reception. Children who are five between September and February transfer to the Reception class in September, and those who are five between February and August start in January. At present there are 21 children in Reception, of whom all but two are still under five. They are due to be joined by another 13 children in January, although some of the older ones will then move into the present Year 1 class. The school has an official intake of 34 and there is one class for each age group at present, apart from a Year 1 class that includes six Year 2 pupils. There are more girls than boys in Year 1, but significantly more boys than girls in Years 4 and 6, and ten more in the school overall. Most pupils transfer when they are eleven to Bacons College, Aylwyn Girls or Walworth comprehensive, although the others choose from a range of different secondary schools.
3. The school takes most of its pupils from five local council estates and there is an above average turnover of pupils. The social background of pupils is mixed, but many come from homes with relative disadvantage: 65 per cent of pupils are eligible for free school meals, which is well above the national average. A high proportion of pupil absenteeism is due to ill health. There are 36 per cent of pupils who speak English as an additional language, which is very high. Nearly 25 per cent of pupils are on school's register of special educational needs, most of whom have moderate learning difficulties, and 5 pupils have statements of Special Educational Need, both of which are above the national average. More boys than girls are on the special educational needs register, especially at the higher stages. Attainment on entry is below the national average, but generally in line with that for the local authority. There is high pupil mobility, as families seek to move out of the area and many refugee families move in on a temporary basis.
4. The school is within an Education Action Zone. It has bid successfully for a number of grants, both to support parents and to enhance the attainment of pupils. The school makes effective use of these extra resources.
5. The school has set the following targets for the percentage of pupils attaining Level 4 or above in the national tests for the year 2000: 46 per cent for English and 46 per cent for mathematics.
6. The school states that its aims are:
 - .to provide access to the National Curriculum for all children, commensurate with their age and ability, so that each child may fulfil their full potential;
 - .to provide a caring, pastoral system based on the school's Equal Opportunities, and Behaviour policies;
 - .to provide an environment which will promote the values of respect for others, truthfulness, and honesty;
 - .to teach all the children to swim and
 - .to provide a wide range of sporting and cultural extra curricular activities.

1. The school has identified the following areas as priorities on its development plan for 1999/00:
 - .to implement the National Numeracy Strategy and continue to monitor the National Literacy Strategy;
 - .to implement a Collective Worship policy;
 - .to implement a home/ school agreement and review parental involvement in the school;
 - .to continue monitoring the more able pupils and re-evaluate the performance of particular groups ;
 - .to implement the change in funding for pupils with English as an additional language and
 - .to prepare to implement the revised National Curriculum in September 2000.

Key Indicators

Attainment at Key Stage 1¹

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 98 | 17 | 10 | 27 |

| National Curriculum Test Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or above | Boys | 12 | 14 | 17 |
| | Girls | 10 | 10 | 10 |
| | Total | 22 | 24 | 27 |
| Percentage at NC Level 2 or above | School | 81 (61) | 89 (77) | 100 (69) |
| | National | 80 (80) | 81 (80) | 84 (83) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 14 | 17 | 14 |
| | Girls | 10 | 10 | 10 |
| | Total | 24 | 27 | 24 |
| Percentage at NC Level 2 or above | School | 89 (61) | 100 (77) | 89 (84) |
| | National | 81 (80) | 85 (84) | 86 (83) |

¹

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

Key Indicators

Attainment at Key Stage 2²

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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1998 | 16 | 11 | 27 |

| National Curriculum Test Results | | English | Mathematics | Science |
|-----------------------------------|----------|---------|-------------|---------|
| Percentage at NC Level 4 or above | Boys | 7 | 7 | 10 |
| | Girls | 4 | 3 | 4 |
| | Total | 11 | 10 | 14 |
| Percentage at NC Level 4 or above | School | 41 (36) | 37 (36) | 52 (48) |
| | National | 65 (67) | 59 (62) | 69 (69) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 7 | 8 | 10 |
| | Girls | 4 | 4 | 4 |
| | Total | 11 | 12 | 14 |
| Percentage at NC Level 4 or above | School | 41 (56) | 44 (40) | 52 (48) |
| | National | 65 (63) | 65 (64) | 72 (69) |

2

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

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

| | | % |
|-------------------------|---------------------------|-----|
| Authorised Absence | School | 5.4 |
| | National comparative data | 5.7 |
| Unauthorised Absence | School | 1.3 |
| | National comparative data | 0.5 |

Exclusions

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

| | Number |
|--------------|--------|
| Fixed period | 6 |
| Permanent | 0 |

Quality of teaching

Percentage of teaching observed which is :

| | |
|------------------------|----|
| Very good or better | 3 |
| Satisfactory or better | 97 |
| Less than satisfactory | 3 |

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Children's attainment on entry to the nursery, when they are three and a half, is varied, but is generally well below that expected nationally for children of their age, in language and literacy, mathematics and personal and social development. Their physical development is also below the level expected nationally. About 40 per cent come from homes where English is an additional language. Currently there are 11 home languages represented in the nursery. Good provision and teaching results in good progress being made by the majority of the children. They become more confident in speaking to others. Nearly all join in reciting nursery rhymes and enjoy listening to stories and looking at books. Children take part in a variety of well focused activities that enhance their mathematical skills. There is no access to a computer, but apart from this, staff in the nursery provide a good range of opportunities to help children develop an understanding of the world around them. Creative development is good. A lack of suitable outdoor space and equipment hinders the children's ability to develop such skills as balancing and climbing. There are many opportunities to develop skills such as using crayons and cutting and progress is good in these areas. The new Nursery teacher is now working closely with the Early Years co-ordinator and already tracking children to determine where intervention and extra support is needed.
2. By the time they are five, most children are still following the early years curriculum, although they follow elements of the National Curriculum in the literacy and numeracy lessons and some higher attaining children are working at level 1 in these areas. Not all children reach the expected level in speaking skills, although most are beginning to learn their letters and retell simple stories by referring to the pictures. Many do not reach the expected levels in all aspects of mathematics, but all are beginning to recognise numbers and count to five. Many children are satisfactorily developing a knowledge and understanding of the world, creative skills and physical skills, through a series of well-planned activities in the afternoon sessions. They make good progress across all areas of learning and are well prepared to move into the National Curriculum when they join the Key Stage 1 classes.
3. In the 1998 tests for seven year olds, 81 per cent of pupils gained Level 2 in reading, 89 per cent in writing and 100 per cent in mathematics. These results are close to the national average in reading, and above average in writing and mathematics. Results in all areas are high or very high when compared to similar schools. In 1999, all pupils gained Level 2 in all subjects. About 25 per cent of these were at the lower level and a scrutiny of last years' books indicates that pupils were not all working consistently to the expected standard on a day-to-day basis. However, 23 per cent of pupils gained the higher Level 3 in reading and mathematics. The school has continued to improve the results at Key Stage 1, year on year. Pupils are specifically targeted for extra help and the more able younger pupils work with an older group for literacy or numeracy lessons. The school policy is to have four classes instead of three in Key Stage 1, thus ensuring that pupils are in small classes, each with a well-trained learning support assistant. Pupils in Key Stage 1 are making good progress in English and mathematics and satisfactory progress in science. The present Year 2 pupils are working above the expected level in English and at the expected level in mathematics.
4. In the 1998 tests for eleven year olds, 41 per cent of pupils attained Level 4 or above in English, which is well below the national average, with no pupils attaining at the higher Level 5. In mathematics, 37 per cent of pupils attained Level 4 or above, of which seven per cent reached Level 5. This is well below the national average at Level 4 and below at Level 5. Fifty-four per cent of pupils attained Level 4 or above in science, which is well below to the national

average. However, the percentage of pupils attaining Level 5 was more in line. When compared to schools with a similar intake, results are in line for English and mathematics, and above in Science. In the 1999 tests, results continued to improve in all three subjects. 48 per cent of pupils gained Level 4 or above in English, 55 per cent in mathematics and 62 per cent in science. There is no significant difference between boys' and girls' attainment in Key Stage 2. Over the past three years, in Key Stage 1, girls performed better in reading and writing than boys, but boys attained higher in mathematics.

5. The school's results have improved considerably over the past four years and pupils are making steady progress throughout the key stage. At the time of the last inspection, only 17 per cent reached the required standard in English and science, with 21 per cent in mathematics. An analysis of recent data indicates that pupils with English as an additional language perform considerably less well than their peers. As from September, the school has been given responsibility for these pupils, and has appointed a co-ordinator. The developments to the arrangements for supporting these pupils is already proving beneficial and allowing the school to focus help where it is most needed. There is very high pupil mobility. For instance, in 1999, 38 per cent of pupils in Year 6 had joined the school during Key Stage 2, of whom 20 were pupils with English as an additional language, 2 children had long-term illnesses and one pupil had come from another school following several fixed-term exclusions. This adversely affects the school's overall results, as 50 per cent of these pupils attained below Level 4 in the national tests. The school has set the target of 46 per cent of pupils reaching Level 4 in English and mathematics in the Year 2000. Having exceeded the targets for 1999, the Headteacher and governors plan to revise these figures to aim for further improvements.
6. The evidence of the inspection is that the attainment of the Year 6 pupils in English and mathematics is continuing to improve. The co-ordinator for English worked for two years to implement the National Literacy Strategy and to raise standards in English. This year, the mathematics co-ordinator is working alongside each class teacher to support the implementation of the National Numeracy Strategy, and also withdrawing groups of higher attaining pupils to give them specific mathematical challenges and investigations. This is already having a positive impact on standards. Pupils are on course to reach the expected standards in English when they leave the school at eleven. They make satisfactory progress in mathematics and attainment is now about in line with the national average. Although results in the Science tests matched that of the other subjects, standards in class work at this early stage of the year do not indicate that pupils are on course to meet expected standards by the time they are eleven. Progress in information technology is good and the standards reached, by the time pupils are eleven, are likely to meet national expectations. Progress in religious education is unsatisfactory and standards have not improved sufficiently since the last inspection.
7. Pupils make at least satisfactory progress across both key stages in art and history. Progress in physical education is good, particularly in Key Stage 2. There are weaknesses in music, design and technology, and geography. Although teaching skills are good, the curriculum is planned to 'Topic' themes without due regard being given to the development of the skills required for each subject, resulting in some considerable gaps in pupils' knowledge. Pupils with special educational needs make satisfactory, and sometimes good, progress throughout the school. Good procedures for assessing and meeting the requirements of these pupils results in pupils making good progress against the targets identified on their individual education plans. Higher attaining pupils make satisfactory progress, although their skills are not yet sufficiently extended through challenging, independent tasks and investigations.
8. Pupils' listening skills are well developed throughout the school and they concentrate for lengthy periods. Speaking skills are just satisfactory and pupils have few opportunities to develop confidence through, for example, class assemblies and sharing their learning in plenary

sessions. There is little evidence of role play, independent discussion and formal debate. In reading, pupils develop a good range of strategies to help them tackle unknown words. Their skills in using reference books and their knowledge of how books are organised in a library are inconsistent, with many of the older pupils being unaware of how to use a library independently. Pupils experience writing in different styles, but they seldom plan and redraft their work in order to improve it. Standards of handwriting and presentation are poor. Pupils are beginning to acquire satisfactory literacy skills, although these are not sufficiently promoted through work in other subjects. There is a good emphasis, however, on pupils' acquiring appropriate subject-specific vocabulary.

9. By the time pupils leave the school, their work is in line with the national expected levels in most aspects of mathematics, although there are, as yet, few opportunities for investigations and applying mathematics in challenging real-life problems. Their knowledge and use of basic number facts are secure, mental strategies are developing well and pupils know how to estimate and check results. Pupils use a variety of units and instruments to measure accurately. There are some positive examples where numeracy skills are being effectively promoted through other subjects, such as using a bar graph to record the results of a survey in Year 1 science, but these are limited.
10. In science, pupils carry out investigations, think analytically and show a satisfactory understanding of scientific principles. They gain knowledge and understanding in the aspects of the subject they cover and use appropriate vocabulary to explain what they are doing. Few pupils reach the higher levels of understanding and concepts.
11. By the time they leave the school, pupils have satisfactory word processing skills and can cut and paste and understand the function of highlighting text. They are able to use desktop publications and design a simple database. They have a sound knowledge of what a computer can do. They can access a website.
12. Attainment in religious education does not meet the standards expected by the end of both key stages. By the end of Key Stage 2, pupils know some of the stories associated with the major religions, but they are unable to explain the similarities between one religion and the others, and have little understanding of the importance of symbols in religion.

Attitudes, behaviour and personal development

13. Most children respond positively to the range of activities available in the nursery and to teaching which stresses personal and social development. Those who have not yet settled in are warmly supported by staff and good liaison with parents enables a joint approach to helping children feel secure. Good assessment of the child's stage of development enables staff to quickly establish individual targets. Most children gradually learn to stay involved with one task for a longer period of time and to accept the routines and rules. Many children have to learn how to behave as part of a group. Some find it difficult to share and take turns. All children in the nursery are encouraged to be as independent as possible. For example, they enjoy setting the table for lunch and choosing the materials with which to make a collage. Staff have high expectations and the children are slowly trying to meet them.
14. In the reception class children under five continue to gain confidence and they extend their concentration spans through taking part in the literacy and numeracy hour. There are many activities where they can make their own decisions as to how to accomplish a task and they act responsibly to do so. They follow instructions carefully. Children enjoy their work in an atmosphere of mutual respect. They are satisfactorily developing their social skills, relating well to each other and playing co-operatively. They know the routines of the class and respond

accordingly. They listen carefully to adults and carry out instructions with confidence. They show respect for the equipment in use and help to tidy away. The personal and social development of the children is enhanced by the high expectations of the staff and the good role models they set, and a good foundation for positive attitudes is being laid for work in Key Stage 1.

15. Pupils' attitudes to learning are good throughout the school. They show interest in their work and want to learn. They enjoy their lessons and are keen to share their knowledge and experiences with the class. They show respect for others and their opinions by listening attentively. They persevere with their work, but need direction and encouragement to take pride in the quality of the presentation of their work.
16. The school has been successful in promoting good standards of behaviour through the behaviour policy. A clear framework is effectively established, understood and consistently adhered to by all. Pupils have a clear sense of the difference between right and wrong. There is an atmosphere of orderly behaviour throughout the school. In lessons, and when moving around the school, pupils are well behaved. At break and lunch times pupils play amicably together under the supervision of the head teacher and support staff. There were no incidents of inappropriate behaviour observed during the inspection. There were six fixed term exclusions during the past academic year and the rate over the past three school years is static. Although the school has "A Place To Be" unit, which offers effective support on site, there were occasions when exclusions were necessary to prevent disruption of normal activity. These pupils have been integrated successfully back into school.
17. Relationships between pupils and all adults are very good. The head teacher, site manager and staff work together to create a happy caring environment, where the individual is valued and respected and everyone learns to help each other. In lessons, pupils share resources and wait their turn to take part in group activity. Pupils are polite and very courteous to visitors. Relationships throughout the school are a strength. The racial harmony within the school prepares the pupils well for life in a multicultural society. The school has maintained the positive attitudes, good behaviour and harmonious relationships seen during the previous inspection.
18. The school provides some opportunities for promoting personal development and pupils are beginning to develop a sense of responsibility, confidence and awareness. When the need arises, pupils show initiative and independence. For example a Year 5 girl took the responsibility herself to take care of two younger pupils when they felt ill in the playground. Although there is no system of classroom monitors, or particular school responsibilities for older pupils, Year 5 and 6 pupils volunteer to help in the library and some Year 5 pupils help in the dining room with the lower school. Pupils are not given sufficient opportunities for evaluating their own work in order to improve standards, or conducting high quality individual research on topics being studied. Opportunities are provided for pupils to develop awareness of others through various projects involving the wider community. A wide range of sporting activities enables pupils to show initiative and succeed as members of a team.
25. **Attendance**
19. The level of attendance at the school is satisfactory. It is broadly in line with the national average, and has risen steadily since the time of the last inspection. Most absence is caused by illness. Although absence for unacceptable reasons is still higher than average, it has decreased dramatically over the last two years, due to the stringency of the school.

20. Standards of punctuality are also generally satisfactory. The pupils are keen to be at school and most arrive on time each day, so that the morning session can begin promptly. The school has worked hard to achieve this. However, there is a significant minority of pupils whose parents do not ensure that they come to school on time in the morning, and this can cause disruption to the beginning of lessons. Sometimes, too, pupils are slow to return to class during the day, after break and lunchtime, which results in the loss of teaching time. Overall, though, the pupils' satisfactory standards of attendance and punctuality have a positive impact on their attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

21. Teaching overall is good. Throughout the school, teaching is satisfactory or better in 97 per cent of lessons seen, of which 64 per cent is good and 3 per cent very good. There was 3 per cent unsatisfactory teaching observed, which was due a lack of pace in one lesson and unclear learning objectives in another. In the early years, 67 per cent of teaching is good, in Key Stage 1, 78 per cent is good and in Key Stage 2, 52 per cent is good or better. The school has maintained the good standards seen in the last inspection, and further improved teaching in mathematics and information technology.
22. Teaching in the nursery and reception class is good. The day is planned so that children participate in a wide range of experiences. A calm and supportive atmosphere, with the good use of praise, helps children develop self confidence. All staff have high expectations for work and behaviour, and these are communicated to the children in a firm and non threatening manner. Children benefit as they begin to understand what is expected and begin to react well to established routines. In both the nursery and the reception class, there is a good mix of teacher directed activities and those chosen independently by the children. On occasions, such as a lesson on ball control, greater use could have been made of children to demonstrate a point. A particular feature of the teaching in the Nursery and reception class is the joint planning by all staff and the integrated approach to delivering the curriculum. These very strong teams have a positive effect on the children's development. Children with special educational needs and English as an additional language are well supported.
23. Teachers have secure subject knowledge in English and mathematics, and are confident about the National Literacy and Numeracy Strategies: the use of co-ordinators to help implement these effectively have had a positive impact on pupils' learning. Teachers follow the recommended timings and structure of the literacy and numeracy strategies, plan in detail to clear objectives and select appropriate resources and activities. The shared session at the end of numeracy lessons could be used more effectively to assess pupils' progress. Teachers have satisfactory subject knowledge in science, and are confident about art and information technology. Subject knowledge is good in all other subjects, apart from some insecurities in teaching religious education. Good teaching was evident in all year groups and there are examples where teachers enthuse pupils through their own love of a subject, for example, in English and dance.
24. Teachers plan across key stage groups each term. Planning is good in English and mathematics, with clear learning objectives closely matched to the National Numeracy and Literacy Strategies. Planning in the other curriculum areas reflects the requirements of the National Curriculum, but the main focus is on a topic theme with insufficient notice being taken of the schemes of work. This results in the pupils receiving a fragmented curriculum in the foundation subjects, and their skills, knowledge and understanding are not built up in a progressive manner. Planning in religious education is muddled, as the scheme of work does

not match the Agreed Syllabus, and so confusions and anomalies arise.

25. Expectations are pitched to ensure a positive response from the pupils, with the targets planned being relevant to the age and abilities of the class. Pupils are grouped according to their ability in English and mathematics, and appropriate activities planned to match their learning needs. There is little evidence of planning for independent experiments, investigations and discussion, although some good problem-solving is now being introduced in mathematics and circle time, and there is a good balance between practical investigation and direct teaching in science.
26. Teachers give good, clear expositions. When pupils are given a clear understanding of what it is they are going to do, as in Year 1/ 2 mathematics, they are more aware of the purpose of the lesson. Questions are used effectively to make links with previous learning and to challenge pupils' thinking. In some lessons, the introductions and explanations are over-long and then pupils are not sufficiently involved in the activity.
27. Pupils are very well managed. There are high expectations of application and behaviour, although less attention is paid to the presentation of work, which makes it difficult for pupils to revisit previous work and recall what they have done. There are very good relationships between staff and pupils; teachers respect pupils' ideas and praise their efforts. This leads to a very positive classroom ethos where pupils can learn effectively. When the high expectations include achievement as well, such as in mathematics and English across the school, then good progress and high attainment is evident. When activities are exercises that do not extend pupils' thinking, as was observed in religious education, for example, then pupils do not remember so well what they have been taught.
28. Good use is made of resources. Support helpers are used well. They are closely involved in the activities and have a clear understanding of their role in the lesson. Much of their time is spent supporting pupils with special educational needs, but they are also used effectively to help the other pupils. Good use is also made of specialist help, for example, in circle time and the English National Opera company. The high quality input and challenge set, helped pupils extend their thinking and raise standards of performance. In the best lessons, time is used well with a lively pace being set and a rigorous approach to learning.
29. Assessment is generally on-going, for example, through the shared plenary sessions and when teachers work alongside specific groups. Planning in mathematics now includes assessment opportunities to check whether pupils are ready to move on to the next stage of learning. There are clear and appropriate targets on pupils' individual education plans, which refer to weekly practise with the learning support assistant or teacher. There is a detailed marking policy and most teachers mark pupils' work regularly. However, the quality of marking in the school is inconsistent and opportunities are often missed for identifying ways in which pupils could improve through target setting, or improve their work through self assessment. Some teachers' oral feedback to pupils is informative and includes suggestions about improving the work.
30. Most teachers are very aware of special educational needs issues and procedures. They take responsibility for identifying the targets for individual pupils and make effective use of learning support assistants and additional teachers. The Literacy and Numeracy hour strategies, with their emphasis on reinforcement and group involvement, have a positive effect on progress. These also offer appropriate support for pupils with English as an additional language. However, due to the recent changes in the provision for pupils with English as an additional language, teachers have not yet developed the required skills for assessing, meeting the on-going needs of these pupils within the classroom situation and monitoring progress through all stages of language acquisition. At present, the co-ordinator regularly withdraws small groups of pupils, who have recently been identified as having the greatest need, for extra help. She is

using a very structured approach, which is effective in raising confidence and helping the pupils improve literacy and numeracy skills.

31. Teachers regularly set homework, and all pupils are expected to take home books to read each night. Where they are supported at home, this has a positive impact on standards.

The curriculum and assessment

32. Since the last inspection a number of improvements have been made to the school's curriculum. Information technology is now being covered in depth and pupils are making sound and sometimes good progress. Provision for pupils with special educational needs is good, with an effective mixture of class support and withdrawal. Responsibility for organising provision for pupils with English as an additional language has recently been passed to the school, but all the planned changes have yet to be implemented fully.
33. The school provides a satisfactory curriculum in the nursery. It broadly meets the recommendations as set out in the Desirable Learning Outcomes, but there is insufficient breadth and balance. There are no computers and the unsatisfactory outdoor environment and equipment limits the children's development in information technology and certain physical skills. The rest of the curriculum is well covered, especially for personal and social development. There is a focus on language and literacy and mathematics, which the school rightly identifies as being areas that require particular attention. In the reception class, the morning sessions follow the National Literacy Strategy and parts of the National Numeracy Strategy, which are well delivered. The afternoon curriculum is part of the early years curriculum, which is planned jointly with the nursery and effectively builds on what children have learned. It appropriately encompasses the early stages of the National Curriculum, for example, in information technology and science. Children in the reception class follow a satisfactory, broad, balanced and relevant curriculum.
34. The school provides a broad curriculum for pupils at Key Stages 1 and 2 which includes all National Curriculum subjects. Statutory requirements are met in all subjects although skills are not being progressively developed in subjects such as religious education, design technology and geography. There is an agreed policy for sex education that is covered appropriately through the science curriculum. Health education, which includes drug awareness, is also covered successfully within science lessons. Aspects of personal, social and health education are covered well during circle time. In response to the requirements of the literacy and numeracy strategies, the teaching time devoted to English and mathematics takes up well over half of the timetable, with English taking up over 30 per cent. This is justified however, because of the high proportion of pupils in the school for whom English is an additional language. Opportunities for developing literacy and numeracy skills in other subjects are not exploited well enough. The curriculum successfully promotes pupils' moral, social and cultural development, but there are insufficient opportunities built into lessons to promote spiritual development.
35. Policy statements are in place for all National Curriculum subjects, but the quality and usefulness of the schemes of work are better, for example, in information technology and music, than others such as geography and religious education. With the exception of English and mathematics, the school has a long-term plan, which shows the name of the topic to be covered by each year group each term. It gives headings of what is to be taught, but the absence of good quality schemes of work means that staff cannot ensure that skills are built upon systematically from year to year. This has an adverse effect on pupils' attainment and progress. In the last year, effective monitoring of English by the co-ordinator and the head teacher has begun.

36. The school provides equality of access and opportunity for all its pupils to learn and make progress, mainly through the implementation of its policies. They also provide appropriately for all pupils regardless of age, ethnicity and gender. More attention now is paid to the needs of higher attaining pupils: in some lesson plans, there is appropriate matching of work to pupils' level of attainment to provide satisfactorily for all pupils, and in mathematics the higher attaining pupils are given challenging activities by the co-ordinator.
37. The provision for pupils with special educational needs is good. Procedures for identifying their needs are effective and pupils receive good support. Individual education plans are appropriate and regularly reviewed and updated to take account of any changes in pupils' needs. The policy for special educational needs provides satisfactory guidance to staff and complies with the recommendations of the Code of Practice. Provision for pupils with English as an additional language is satisfactory overall, in that they are well supported in class by the learning support assistants. The co-ordinator is setting up procedures for identifying their stage of fluency and understanding, and for assessing their progress in all areas of language. The present policy is now out-of-date, as it refers to when the local authority took responsibility for this area.
38. The school offers several extra-curricular activities in art, music and sport working, for example, with the Globe Theatre, Carl Campbell Dance Company, The English National Opera and The Countryside Trust. The curriculum is enhanced by visitors to the school, ranging from authors and poets to local artists, sports men and women, officers from the fire brigade and the local police. Competitive sporting activities take place against other schools and the school has had recent successes in football, girls' cricket and athletics. Last year, all Year 6 pupils took part in at least one extra-curricular competitive sport, supported by 8 members of staff.
39. There is a useful assessment policy and the school undertakes a variety of standardised and accurate informal assessments. The local authority's baseline assessment is used in the reception class. Assessment practices in the early years are organised in such a way as to provide easily accessible information on which to base planning and to inform subsequent teachers. However, the absence of an agreed and systematic process of assessing and recording attainment in the foundation subjects and religious education means that planning in these subjects is not based on a secure measure of pupils' prior attainment. There is an assessment co-ordinator who is fully aware of the need to develop assessment procedures throughout the school and to ensure that they are consistent and accurate. Co-ordinators effectively monitor the assessment of pupils' work in English, mathematics and science. Pupils with special educational needs have their progress monitored regularly against the targets set in their individual education plans and parents duly informed. Similarly effective procedures are not yet in place for pupils with English as an additional language.
40. The school makes satisfactory use of test results and progress indicators. Monitoring has shown that, by the end of Key Stage 2, there is a difference in attainment in English and mathematics, but not in science, between pupils who have been in school from the beginning of Key Stage 1 and those who enter later. The school is addressing these issues in several ways, for example, by tracking individual pupils and monitoring progress, setting pupils in mathematics, releasing the mathematics co-ordinator from classroom responsibilities so she can provide effective support throughout the school and withdrawing groups of pupils with English as an additional language for extra help.

Pupils' spiritual, moral, social and cultural development

41. The school's provision for pupils' spiritual development is unsatisfactory. Pupils are given insufficient opportunities to gain knowledge of the beliefs of different faiths, or insight into the values that direct the lives of those who follow these religions. There are few chances for pupils to reflect on their own inner self, or on the wonders of the natural world around them. Sometimes such occasions happen spontaneously, for example, in a Year 3 science lesson when pupils were amazed by the power of the magnets they were using. These moments are not planned into the curriculum, however, and staff do not always make the most of them. Religious education lessons do not make a significant contribution to pupils' spiritual development. The quality of the school's act of collective worship is also unsatisfactory. Although there is now a good policy for collective worship and assemblies take place daily, they have not yet developed into a meaningful school occasion. Often they are perfunctory and lack a sense of occasion and community.
42. The provision for moral development of pupils is very good. It is a strength of the school. Staff work well as a team and act as very good role models in their dealings with one another and with pupils. There is an ethos of equality in the school, where all adults and children are accorded respect, and their contribution to the life of the whole school is valued. Pupils are made aware of the difference between right and wrong through the examples set by staff and the simple yet effective rules which govern daily routines. The good policy for behaviour establishes clear guidelines for what is and is not acceptable, and is well understood by pupils. There is little evidence, though, that pupils explore moral issues through the curriculum, for example in history or religious education lessons.
43. The good provision for pupils' social development is closely linked to their moral development. The school emphasises the importance of relating well to others, and of treating one another fairly. The strong focus within the school on equal opportunities and on the local Children's Charter helps to underpin this priority. Pupils benefit from good opportunities for personal development through the many sporting tournaments in which the school takes part. They have the chance to increase both their skills and their independence by representing the school. Since the last inspection, the school has introduced some opportunities for pupils to take responsibility around the school, but these are limited. Pupils have some involvement with senior citizens in the local community.
44. The school has been successful in improving the quality of its provision for pupils' cultural development since the time of the last inspection. This is now good. The school makes the most of its closeness to central London with its world class cultural facilities, and has created good ongoing links with leading theatres, galleries and performers. Pupils have worked with artists to produce enamelled designs for the Tower Bridge underpass, and sculpture for display at Guy's Hospital. Some excellent work in music with the English National Opera was seen during the week of the inspection. The school makes a sound contribution to pupils' multi-cultural awareness. A Caribbean dance troupe visits annually to work with pupils, and the school is currently preparing to mark Black History month. The religious festivals of all the faiths represented in the school are celebrated, and some teachers make good use of the diversity of cultures within the school to reinforce learning. In a Year 2 geography lesson, for example, a number of pupils were willing and able to point out their families' places of origin to help the others increase their knowledge of the countries of the world. However, the part played by other cultures in subjects across the curriculum, such as mathematics, art and music, is not yet fully explored. The library stock, too, does not support pupils' multi-cultural education.

Support, guidance and pupils' welfare

45. The school has successfully maintained the quality of its pastoral care since the time of the last

inspection. It is still a strength of the school, and is appreciated by parents. Personal support for pupils is very good and makes a positive contribution to their attainment and progress. The school provides a secure and stable environment where pupils' welfare is of paramount importance. All staff know the pupils well and make every effort to provide them with the care they require. Very good use is made of the specialist help offered by the home-school liaison officer and the Place to Be counsellors to bring this about. Their skills are carefully targeted to help resolve pupils' personal difficulties. Daily routines, such as lunchtimes, run smoothly and are effectively organised. Numbers of midday supervisors are adequate, and they are attentive to pupils' needs. The creation of the outdoor theatre has greatly enhanced lunchtime activities for the pupils in Key Stage 2. The children in the nursery and reception classes are well settled into school life through a carefully planned induction programme.

46. Educational guidance for pupils is good overall. Teachers monitor pupils' attainment and progress effectively in literacy and numeracy and generally give them work which is accurately matched to their abilities, and the needs of the more able are being addressed in these subjects. Learning support assistants are well deployed in class to work with those who most need their help. The good identification and monitoring of outcomes play a positive role in supporting pupils with special needs. The school tries to obtain as much involvement as possible from external agencies.
47. To date, there has not been satisfactory provision for pupils with English as an additional language, although the learning support assistants effectively help them to access lessons. Support was provided by a specialist visiting teacher, who worked with some pupils by withdrawing them, but teachers have not had the opportunity to enhance their skills in this area. The school now has responsibility for planning provision for these pupils. It has appointed a co-ordinator and development planning indicates that staff will receive the necessary training.
48. Discipline and good behaviour are very well maintained in the school. There is a good policy for behaviour which establishes simple and relevant rules for the school. Rewards and sanctions are suitable and fair, and are well understood by the pupils. They are consistently applied by the staff, who treat the pupils with consideration and generally manage behaviour appropriately. Any instances of bullying are taken seriously and handled firmly. Unsatisfactory behaviour is closely monitored and work is done with pupils, parents, Place to Be counsellors and the home-school liaison officer to resolve concerns sensitively.
49. The school has good procedures for promoting attendance and monitoring absence. Registers are well kept and up-to-date, and staff apply the rules for authorising absence stringently. The home-school liaison officer is rigorous in pursuing reasons for absence and lateness. These procedures have resulted in a steady improvement in attendance since the last inspection, and a marked decrease in unauthorised absence over the last two years.
50. Child protection procedures are good. The head is the designated person with responsibility for this, and there is a good policy which is appropriately linked to local guidelines. Staff have had some training in this field, and are aware of what to do if they have any worries about pupils.
51. Health and safety issues are very well managed by the school. The very good policy makes clear responsibilities and gives comprehensive guidance on all aspects to be considered. Inspections of the premises are carried out frequently and findings are acted upon swiftly. There are regular fire drills and risk assessments. The condition of the nursery outdoor equipment and the surface of the outdoor play area are matters of concern which currently need attention.
52. Arrangements for administering first aid are good. The school has a good number of qualified first aiders, supplies of equipment are well maintained and there are good facilities for treating

pupils. Waste is disposed of safely, and parents are notified of any accidents their children have. The school keeps an accident book, but does not record details of all treatment given by first aiders as required by the latest government guidance. Pupils with particular medical conditions are well tended, and the well-being of its pupils is the school's priority at all times.

Partnership with parents and the community

53. There is a good induction programme for children entering the nursery or reception classes. There is a welcome meeting for parents during the term before the children begin school. Parents and children are encouraged to take part in pre-visits. The school ensures that information is available in a range of languages. Relationships with parents are good and a focus on positive partnerships means that parents are welcome in class and good two-way communication exists.
54. The school keeps parents adequately informed about its daily organisation and events through regular, welcoming newsletters, its prospectus, and the governors' annual report. However, both the prospectus and the governors' report, in particular, omit a number of items required by law. In response to the last inspection report, the school is now reporting unauthorised absence fully to parents and providing some information in other languages spoken by its families. Some details of the curriculum and topics to be covered are provided for parents, but this is not done in a consistent way across the school.
55. Reports to parents on their children's progress are satisfactory in quality. Parents responding to the questionnaire were happy with these. Comments on the core subjects focus appropriately on what the children know, understand and can do, but no indication is given of how their attainment compares with expectations for their age. Comments on the foundation subjects often place undue emphasis on the children's attitudes to their work and the areas that have been covered. The requirement to report separately on all subjects of the curriculum is not met, as information technology and design technology are reported together. Parents of pupils with special educational needs are kept well informed about their children's progress, although a significant number do not take the opportunity to attend the annual reviews of those who have statements.
56. Liaison with parents is good. Staff are very accessible at the beginning and the end of the day, and any problems with attendance or behaviour are swiftly followed up with the help of the home-school liaison officer and the Place to Be counsellors. Parents responding to the questionnaire felt very strongly that the school is approachable if they have any concerns.
57. Parents are supportive of the school's work and ethos. Many promote their children's learning at home, by hearing them read or ensuring that homework is completed on time. Some are able to help with trips or at events organised by the school, but this level of support is limited. Few help in the classrooms and there is no parent-teacher association. However, school events, such as the recent barbecue, are well attended, and many parents became involved with the playground improvement work. The school offers good support to its parent community, providing facilities for a separately run after-school care scheme, holding weekly drop-in sessions for parents, and organising adult education courses on its premises.
58. Since the last inspection, the school has succeeded in increasing and strengthening its links with the community. There is now a good range of links which help to enliven the curriculum and extend pupils' personal development. Use of the nearby swimming pool, for example, and visits to local amenities such as Surrey Docks Farm or the Operating Theatre Museum help enrich the school's provision across the curriculum. The school takes full advantage of its proximity to the cultural facilities of central London. This adds an extra dimension to pupils' personal development. In addition to the school benefiting from being part of the Education

Action Zone, it has been very successful in forging links with local businesses and obtaining sponsorship and awards to enhance its resources and accommodation. The school mini-bus, for example, was provided by a major company, while some money for the playground improvements was obtained through a government funding initiative. The school's good links with the community have a positive effect on the pupils' attainment and development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

59. The headteacher provides management of good quality. He has a clear vision of the way in which the school should go, and he is strongly committed to the provision of a caring, cohesive community. He has promoted a steady improvement in standards. He is well supported by a hardworking senior management team that show loyalty and equal commitment. The governing body is well motivated and has a good knowledge of the school's place in the community it serves.
60. Co-ordinators are in post for each of the subjects taught, with the exception of music and geography, for which the headteacher has assumed temporary responsibility pending the appointments of appropriate candidates. A co-ordinator for pupils with English as an additional language has just been appointed. However, she has no particular expertise in this aspect and feels the need for specialist training, given the high percentage of these pupils within the school. This is recognised by the headteacher and plans are in place for appropriate training to be arranged as soon as possible. The roles of the co-ordinators of English and mathematics are clear, and closely linked to the recently introduced national strategies for these subjects. In the cases of the other subject co-ordinators, however, insufficient checking, monitoring and evaluation takes place, with the result that coverage of the curriculum set out in the schemes of work is neither secure nor complete. Plans are in hand to meet this criticism which was made in the last inspection report and included as a key issue. Nevertheless, it has so far only partially been met.
61. The quality of the leadership and management of the early years classes is good. The co-ordinator has high expectations of the educational and personal development that should occur during these formative years and has worked hard to ensure that it happens. Targets were set to promote these standards and outcomes monitored. A particularly strong feature of management is the focus on a well integrated team approach, with all staff involved in planning and teaching.
62. The governing body exercises its oversight of the school through its subcommittees, which meet once a term, and receive reports according to their various terms of reference. Detailed monitoring, however, does not take place, and there is room for further development of their role. All required procedures are in place and are the subject of written record. However, regulations are not followed in some of the contents of the school brochure, and in the governors' annual report to parents, from both of which – and particularly the latter - there are some omissions. An important example of these is the failure to publish national attainment statistics alongside the school's own test results, so that parents and others may easily compare the performance of pupils in the school with that of others across the country.
63. Planning for the future is good. The school development plan is a very detailed and useful document. It is prepared by the headteacher in consultation with the school's management team and staff. It is then submitted to the governing body for approval. Priorities for development are set out with costings, target dates, monitoring responsibilities and success

criteria, and the criticism made in the last inspection report - that some of these were missing - has been completely met. The plan is clearly linked to the budget, and the progress of each over time is well plotted. Targets are set for the progressive improvement of pupils' attainment from year to year. The management of the provision for pupils with special educational needs is effective, and all the expected procedures to ensure that they are well supported are in place. The organisation of the provision for pupils for whom English is an additional language is in its early stages, since this responsibility has only recently been devolved to the school.

64. A happy, caring ethos permeates the school, in which all are respected and all have equal opportunities and access to the curriculum. This is in keeping with the school's stated aims – which do not, however, include the explicit objectives of high standards in educational attainment.
65. Key issues from the last inspection have been addressed to a greater or lesser extent. The overall judgement on the school's response to these key issues is that it is satisfactory, as is its capacity for further improvement.

Staffing, accommodation and learning resources

66. The school is well staffed with a good number of teachers to meet the demands of the curriculum for pupils of all ages and abilities. There is a good balance and range of experience amongst the teaching staff, and most curriculum co-ordinators have appropriate qualifications in their fields, particularly in the core subjects. The school is very well provided with learning support assistants to work with teachers in class. Most are very experienced and have obtained relevant qualifications for their role.
67. Arrangements for staff development are satisfactory. The appraisal cycle for teaching staff is up to date and is used, together with the school development plan, to highlight training needs for the whole school. Learning assistants as well as teachers have been trained in the literacy and the numeracy strategies, for example. At the time of the last inspection, teachers' subject knowledge in information technology and religious education was judged to be unsatisfactory. Good levels of training since then in information technology have had a significant impact on the quality of teaching in that subject. Training in religious education, however, has not had a discernible effect on its teaching. Induction procedures for newly qualified teachers are good. The school has set up suitable systems to complement local authority provision and meet new national requirements. Newly qualified teachers in the school feel confident and well supported in their work.
68. The school's accommodation is satisfactory. The site is small, but the building has plenty of rooms for teaching, administration and welfare. The classrooms are spacious enough for the numbers of pupils on roll, and the school benefits from three halls for physical education and assemblies. The premises are painstakingly cleaned and maintained on a daily basis to a high standard by the caretaking staff. Some areas of the school are, however, in need of considerable attention. The exterior of the building, particularly the windows, requires refurbishment, and the problems with the swimming pool limit physical education provision for the younger pupils at present. Excellent work has been done to enliven the junior playground with the construction of an open-air theatre, which gives the pupils exciting and imaginative play opportunities. The infant playground, though, is still undeveloped and uninviting, and the outdoor play area for the children in the nursery is unsatisfactory. The play equipment here has reached the end of its useful life, and there is a lack of adequate safety flooring under most of the apparatus. Playground surfaces are uneven across the site, but particularly in the nursery area. The interior of the nursery is dingy and in need of decoration, but staff do their best to minimise the impact of the surroundings by placing stimulating displaywork on the walls. Standards of display are good throughout the school, and enhance the environment.

69. Resources for learning are at least satisfactory across the curriculum. Good efforts have been made to improve resources for mathematics, religious education and music since the last inspection when they were judged to be insufficient. They are all now adequate, and provision of religious artefacts is good. The library has not been adequately improved since the last inspection. There are still too many outdated and misleading books on the shelves, often presenting inappropriate images of race and gender. Better non-fiction stock is available in classrooms. The school makes good use of visits to local museums and galleries to extend the pupils' learning.

The efficiency of the school

70. The quality of financial planning is very good. The positive features pointed out in the last inspection report have been maintained and further improvements have taken place: the school development plan is now a very effective document, setting out both in overview and in considerable detail the school's priorities for development. It is clearly linked to the budget in order to ensure that expenditure is effectively directed. The significant underspend from 1998/99 is all accounted for in planned expenditure for the current year.
71. The headteacher and the administrative officer run the school's finances very well, and the careful planning, good communications and thorough consultation have a beneficial effect upon pupils' progress and welfare. Very well considered procedures are in place to ensure that the school runs smoothly and that money is handled securely. There are detailed monthly checks involving reconciliation between the school's records and the local education authority's and the bank's accounts. Cash transactions are kept to a minimum and are carefully recorded. The recommendations of the most recent audit have been completely fulfilled, and further improvements to the systems and procedures have been introduced. Specifically earmarked funding (like the Standards Fund for training and development, the grants for pupils with special educational needs, and those from the Single Regeneration Budget and the Education Action Zone) is separately and clearly traceable through the accounts. This ensures that any additional money reaches its intended targets. The school's private fund is banked and audited separately.
72. There is a governors' finance committee which meets once a term. Statements are provided for consideration at each meeting. Beyond this, closer financial oversight is not exercised by the governing body. The recently appointed chair of the finance committee is developing a more rigorous approach.
73. The administrative officer, who is also clerk to the governors, effectively monitors, records and checks all aspects of the school's finances, both in overview and in detail. In the last recorded year, very successful fund-raising has engaged support of over £20,000 from various community and private sources.
74. Very good use is made of teaching and support staff. Additional teachers have been appointed in order that developments and training may take place. Curriculum support assistants now provide additional input in each classroom. A teacher and qualified nursery nurse have been appointed to the school's nursery. All these spending decisions have had a positive impact on standards, as is evident from the improved results in the national tests, particularly at Key Stage 1. The accommodation – which is neither flexible nor very user-friendly – is well used, as are the resources for learning.
75. Compared with other schools in the London area, income and expenditure (including additional fundraising) are high. Nevertheless, considering the school's circumstances, pupils' attitudes,

progress and attainment, and the good teaching and management, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

EARLY YEARS

76. The previous inspection reported that the provision for children under five in the nursery and reception class was satisfactory overall and this is still the case, although the quality of the outdoor play area and equipment is having a negative effect on the children's development. Nursery children do not have access to a computer. Criticisms highlighted in the report were addressed by the school and the early years team, led by an experienced co-ordinator, introduced a good system of joint assessment and planning, which enabled the pupils' learning to proceed in a structured manner. Due to staffing difficulties and changes, the detailed implementation of the plans in the nursery have been delayed and the positive effects of these initiatives are only just beginning to emerge. Children in the nursery attend a part time session from when they are rising four-year-olds or and all day the term before they join reception as rising five-year-olds. There are forty eight children spread across the nursery and reception classes. Children's attainment on entry to the nursery is very varied, but it is generally well below that expected nationally for children of their age, especially in the areas of personal and social development and language and literacy. By the time they are five, the results of the baseline screening indicate that children's attainment is close to the average for the local area, but below that reached by most children at that age.
77. Standards of language and literacy in the nursery are below those expected for children of this age, but the good provision and teaching helps children make good progress. Many, especially those with English as an additional language, have limited vocabularies. Not all speak in complete sentences and some speech is indistinct. Only a few enter the nursery able to recognise the first letter of their name. The morning registration places great emphasis on developing speaking and listening skills and this focus continues throughout the day. Role play areas, such as the home corner are used by the children to extend their language. They are well supported by staff. Children gain in confidence and most joined in a discussion about strangers, although few were able to express themselves coherently. Extensive repetition of nursery rhymes and the use of tapes by the children promotes their ability to listen and hear new words. Children learn to follow instructions, such as lining up at play time. Staff ensure that there are many opportunities for children to handle books and some are beginning to understand that print carries meaning. Children are involved in a variety of activities that help them to begin to shape letters.
78. About a fifth of the reception class are new to the school and about 40 per cent of the class has English as an additional language. Although there is a range of language and literacy ability within the class, many pupils need time to develop such skills as the ability to write their name unaided or recognise some familiar words. Not all reach the Desirable Learning Outcomes by the age of five. However, the good progress seen during the inspection week, especially in literacy lessons, indicates that many may only be falling short in one or two areas, such as the fluent use of vocabulary. Teaching is good and there is a focus on what the children should know and understand. Many begin to learn their letters and some the sounds associated with such words as 'me' and 'see'. All take part in whole-class reading, with a few able to point out simple words. They enjoy making their first book and are able to explain their ideas by using pictures and words. Most can retell simple stories by referring to the pictures, but they show considerable variations in their levels of understanding. There is a well implemented policy of getting adults into the class to listen to and speak with the children, which is having a positive effect on standards.
79. Many children enter nursery with a lack of understanding of appropriate language and familiarity with numbers. Many do not attain the expected levels in all aspects of mathematical

knowledge, but they make good progress, including those with special needs and those with English as an additional language. Teaching is good. Much of the provision for early learning is appropriately very practical. Children take part in a treasure hunt to find square or triangular shapes and there are a variety of sorting and matching activities. They participate well in counting songs and nursery rhymes that focus on number. Plasticine is used to reinforce an understanding of the shape of numbers.

80. In the reception class children continue to make good progress, including those who are new to the school, those with English as an additional language and with special needs. The teaching is good, especially in the new numeracy hour sessions, but the majority of children do not reach the expected standards in all areas, although a few exceed them. Practical activities such as sitting on circles help children to understand shapes. They are involved in group counting exercises. All are beginning to recognise numbers, with some able to count to five; a few understood the significance of zero. The use of mathematical language is still being developed. Good use is made of the computer as a tool to help the development of mathematical knowledge.
81. The continued unavailability of a computer in the nursery limits the children's ability to develop computer skills. Apart from this, staff provide a good range of opportunities to help children develop an understanding of the world around them. Children make good progress in their knowledge. A sustained focus by staff on developing the children's vocabulary helps them to describe what they see. Children explore textures and properties of materials, for example, by using sand and water. They push cars down a number of ramps and learn that the slope can effect the speed of the car. A mirror is used to study the face. They learn about the layout of the nursery and the school. Children cut materials and use glue to make collages and use play dough to make models. Most can operate a tape recorder. There has been significant improvements in this area of the curriculum since the last report.
82. In the reception class, children continue to have good opportunities to develop an awareness of the world through a variety of well planned activities in the afternoon sessions. Teaching is good and the majority reach the Desirable Learning Outcomes in this area of learning. All are able to extend their technology skills and can, for example, use the computer to design an object or a house for a story book character. They select from a range of materials and construction kits and use cutting skills and a variety of joining techniques to complete the task. They learn about parts of their body and are beginning to appreciate that the school is part of a wider environment.
83. Creative development in the nursery is good because of the range of activities and the good staff response that encourages the children's imagination as well as teaching them some basic skills. Children have begun to learn a range of nursery rhymes and sing them tunefully and with rhythm. They play the tambourine in response to sounds. Children worked well producing a collage of a child and tried hard to follow the teacher's demonstration of how to get the paper to look like hair. They explore colour and texture. The use of play dough and clay stimulates their imagination.
84. In reception, children continue to make good progress. There are many opportunities to extend their imagination, whether it be by role play, the making of an object for a story book character or listening to a range of stories in a variety of settings. Staff continually interact with the children to extend their vision. Animals are well drawn, frequently realistically and with attention to detail. They begin to consider sounds made by these animals, as a basis for music making. Teaching is good in this area of learning and most children reach the standards expected by age five.

85. When they enter the nursery the physical development of many of the children is below that expected for their age. They have insufficient experience of climbing and of running around and only limited opportunities to use crayons, glue and scissors. Unfortunately, the quality of the outdoor space and the equipment is poor and does not promote satisfactory achievement or progress in the acquisition of gross motor skills. Much of the equipment is old and badly designed or sited, like the large slide, on concrete instead of a more appropriate surface. Uneven paving and the small space restricts activities, such as the use of pedal toys. Much staff time is directed to ensuring that children are not hurt instead of being involved in helping them gain confidence and extend their skills. A few children still have difficulty using paintbrushes and crayons, but the majority are making good progress, as they are in handling knives and forks and cutting up their food. Malleable materials, such as play dough and clay, are used to develop manipulative skills.
86. Children in the reception class are given good opportunities to develop good pencil control as a result of good, focused teaching. There are many activities such as painting, drawing, cutting, writing and gluing that enable them to make good progress in these areas. Children have use of a large hall where they practice and extend a number of skills associated with physical education. For example, they learn how to control a large ball, catching and throwing it with both hands as they become aware of the importance of finding a space in order to be successful. By the age of five, most children reach the expected standards.
87. Most children respond positively to the range of activities available in the nursery and to teaching which stresses personal and social development. Those who have not yet settled in are warmly supported by staff, and good liaison with parents enables a joint approach in helping children feel secure in the new environment. Good assessment of the child's stage of development enables staff to quickly establish individual targets, such as sitting still for an increasing length of time. Most children are gradually learning to stay involved with one activity for more than a few minutes. Routines are introduced and high standards for behaviour set. Gradually children learn to behave appropriately; to walk and not run, for example. Staff teach children to share and to work together, although many find it difficult after only three weeks in the nursery. There is a good balance between activities that children choose for themselves and those that are guided by staff. Children are able to make choices during many of the activities and take responsibility for a number of tasks, such as laying the lunch table. They are encouraged to be independent. The staff work very well as a team and provide good teaching. They create a supportive and well organised atmosphere in which high standards of behaviour and work prevail. Children know what is expected and feel secure.
88. Children in the reception class respond well to the good teaching and provision. The teacher and all classroom assistants plan and work as a very well co-ordinated team and give good support and consistent guidance. Standards are firmly outlined and applied with respect for the children. Most children respond well to the individual attention that the very favourable adult to children ratio allows. The majority of children are happy and confident in class. They extend their concentration spans, especially in whole class sessions for literacy and numeracy, although there are a few who still find this difficult. The afternoon sessions give ample opportunity for children to make choices and act responsibly. Children are keen to solve problems, such as how to make a puppet's arms move, and work well on the computer with little adult supervision. Most children make good progress in personal and social development.

ENGLISH, MATHEMATICS AND SCIENCE

English

89. The previous inspection found that attainment in English was below national and local averages, though it was closer to them in Key Stage 1 than in Key Stage 2. Careful planning, good assessment procedures, the National Literacy Strategy and a general focus upon attainment in English have all contributed to a steady improvement overall, and to a considerable improvement in test results in Key Stage 1.
90. In the National Curriculum tests in 1998, 81 per cent of pupils achieved the national target of Level 2 or better and 26 per cent achieved Level 3. These results were well above the average across the country, and for similar schools. In the tests for pupils at the end of Key Stage 2 in the last year, 41 per cent of pupils attained the target Level 4. This was well below the national average, but close to that of similar schools. In 1999, 100 per cent attained Level 2 or better at the end of Key Stage 1, and 16 per cent attained Level 3. At the end of Key Stage 2, 48 per cent obtained Level 4 or better, and 10 per cent achieved Level 5. No national comparisons are at present available. Over time, statistics show a clear line of improvement since 1996.
91. There are, however, inconsistencies between pupils' attainment at the ends of the two key stages. They do much better at the end of Key Stage 1 than at the end of Key Stage 2. A number of factors influence this difference. First, these are very different groups of children. Classes in the comparatively stable and shorter Key Stage 1 do not experience the same instability of population as in Key Stage 2, where during the four years as many as half the pupils leave and are replaced by others, nearly half of whom have English as an additional language. There is much concentrated good teaching in both key stages, but the assessments which pupils undergo at age 11 test a much wider range of skills than at age 7. Finally, there is a great deal of teaching in Key Stage 2 – especially at the older end – which is aimed at simply getting pupils writing, at achieving fluency and enjoyment and overcoming hesitancy in what is not always pupils' own first language. A partial result of this otherwise very good strategy is lower attainment in the technical aspects of language and literacy, and in presentation.
92. The pupils' work seen in the course of the inspection and at this early stage in the academic year suggests that attainment is above average in Key Stage 1, and about average in Key Stage 2. This applies, with some variations, to the three elements of English: speaking and listening, reading, and writing.
93. In Key Stage 1, pupils are careful listeners. They respond instinctively and enthusiastically. When they are well motivated by a good story, they listen effectively and have good recall. They speak with confidence, but often without reflection. Overall, the pupils observed in Year 2 were showing average attainment. Year 3 pupils were noted as eager, attentive listeners. Sometimes noisy and excited, they were always on target. They have good listening habits throughout Key Stage 2, and effectively explain and summarise stories they have been reading. Pupils are keen to show and to discuss their work, and are often uninhibitedly proud of what they have done. There were good examples of pupils' awareness of audience in a "hot seating" exercise in Year 5, but beyond this there was no evidence of pupils' speaking skills in giving talks, presentations or taking part in formal discussions. Their attainment at the end of the key stage is overall satisfactory.
94. A wide range of attainment in reading was observed throughout the school. In both key stages, a number of above average attainers showed that they could read appropriate texts with fluency, accuracy and expression. In Year 2, the majority of pupils are established readers, with a good reserve of words recognised by sight, and good strategies for decoding difficult words. Some pupils at this stage in the year, however, understand how books work, but have limited skills in extracting meaning. Nevertheless, attainment in reading is above average at the end of Key Stage 1. In Key Stage 2, pupils of average and above average attainment for the

school read accurately. They understand the authors' intentions and try to interpret them for their audience, though the reading aloud of average pupils may be jerky and lacking in expression, partly because of their careful attention to accuracy. A small number of pupils of attainment which is below average for the school still find reading a challenge. Words tend to be handled one by one, making it difficult to distinguish sense. Attainment in reading is overall satisfactory at the end of Key Stage 2.

95. In writing, pupils' attainment, in class work, at the end of Key Stage 1 is considered to be closer to the national average than the well above indicated by the 1999 test results. This is when a wide range of skills, including accuracy, word choice, and sentence construction, is considered in a sample of writing from last years' Year 2. In Year 1, many pupils have a satisfactory reserve of words known by heart, though these are mostly of the three letter consonant-vowel-consonant formation. Some of them can combine units like these to make longer words. In Year 2, they show that they can insert capital letters and full stops in an exercise where these are missing, but often do not do this in their own writing. Writing is not joined, and among a number of pupils who are below average attainers for the school, handwriting is poorly formed and placed, spelling is weak and there is no discrimination between upper and lower case letters. Average and above average attainers produce some imaginative narratives, but among others, sense is difficult to follow. At this stage in the year, the attainment of the older pupils in Key Stage 2 is about average. Throughout Key Stage 2, many pupils produce lively, entertaining writing which shows considerable imagination. In Year 3, for example, the best work showed careful word choice, but inaccuracy in spelling ("culful" (colourful), "sensibal", "prefre"(prefer)). In Year 5, a small number of pupils can invent labels for an imaginary diagram, with keys. They show a real understanding of how diagrams work, and show great sensitivity and a sense of fun in the way they handle words. The majority of the class, however, find it difficult to get words down on paper, and when they do they are the obvious ones, inaccurately presented. In Year 6, there is considerable understanding of the authorial task. Many pupils write copiously and imaginatively, but accuracy of spelling, punctuation and sentence structure are still below average, and it is only a few who are both entertaining and accurate. All pupils, even at this stage, are writing in pencil, and even though most of the handwriting is joined and adequately formed, there are few examples where work is well presented.
96. Progress is good in both key stages. Pupils enter the school with a low level of attainment, and through good teaching they are quickly provided with the means of written expression and functional reading levels. The school's caring ethos fosters their skills in speaking and listening. In Key Stage 1, well structured and targeted teaching places an emphasis upon the skills tested in the National Curriculum assessments. The National Literacy Strategy has enhanced reading skills, through work with shared texts and focused input into group work from teachers and learning support assistants. Progress is best in Key Stage 2 for those pupils who remain in the school throughout the four years, but it is inhibited for some who arrive during this time, often with English as an additional language. The school handles these problems well, particularly by ensuring that a learning support assistant is attached to every class. Those who can catch up often do so, and pupils with special educational needs are enabled to make progress in parallel with their peers.
97. Pupils respond well in their English lessons. Their behaviour is generally good or very good, and they undertake what is required of them. Their relationships with teachers and other adults are good, and they show concerned good manners with visitors. Pupils co-operate well with each other in practical tasks, though habits of independent study (in groups, in pairs or as individuals) are still not securely established. The result of this, particularly among younger pupils, is that they do not allow the teacher to work uninterruptedly with his or her focus group during the literacy hour. They remain on task very well, even on the rare occasions when the

lesson lacks pace.

98. Teaching is usually good and often very good. Nearly 90 per cent is at least good, over 20 per cent is very good, and just over 10 per cent is satisfactory. No unsatisfactory teaching was seen. The majority of teachers have good subject knowledge, and this is reinforced by the structure and content of the National Curriculum and the National Literacy Strategy. Some examples of inaccurate grammar were seen, however, and it is unfortunate that these were passed on to the pupils. Teachers' expectations of pupils' work are satisfactory, but there is a lack of focus on accuracy and a high quality presentation. Planning is detailed, thorough, and of high quality. Teachers' methods are good and sometimes very good: the teacher who enjoys his or her work invariably communicates this to the pupils. There are examples where engaging and collaborative styles are very successful in motivating classes, and keeping them on task. Class management is also good: there are few behaviour problems when lessons have clear objectives and are well paced. Resources are well used, though screens rather than pieces of paper pinned to the wall, or a combination of wall and very high ceiling, would be more effective with overhead projectors. Pupils' work is marked regularly, and often very fully and analytically. Teachers' own handwriting is sometimes, however, not a good role model. Homework is regularly set, and is appropriate to the work in hand.
99. The co-ordinator for English is an experienced teacher who leads well, by both precept and example. She is well aware of the needs of the school, and provides a good sense of direction for the subject. She has passed on to her colleagues the training for the National Literacy Strategy, and has seen it securely in place. She has also monitored teaching and supported colleagues in their planning. The scheme of work for English is largely the National Literacy Strategy, although the subject documentation exercises a good overview of the National Curriculum requirements. Assessment procedures are good, and are based upon national literacy targets. Annual standardised reading tests are also conducted. Results of all tests, including the statutory assessments, are carefully analysed and targets are set. Resources for English in classrooms are good, with attractive collections of fiction for pupils' private reading, and "big books" and reading sets for the literacy hour. The school library, however is unsatisfactory. A great deal of the stock is out of date and irrelevant and is not used by pupils as a source of information for independent research.
100. The school does not actively seek to pursue literacy across the curriculum. There is not a consistent approach to the correction of technical errors in marking. In some subjects, written work is not regularly set and marked. Oral skills are not consciously developed, and while pupils may take part in informal discussions, very few opportunities are provided for talks or presentations by individuals. In some subjects, however, technical terms are consciously introduced and reinforced. Where an expected response to written material is clearly prescribed, pupils respond well. However, their progress is not sufficiently enhanced through individual initiative and independent learning.

Mathematics

101. In the 1998 national tests for seven-year-olds, 100 per cent of pupils attained the expected Level 2, 20 percent of whom attained Level 3. This is above the national average and well above when compared with similar schools. The performance of both girls and boys is above the national average. Given that the baseline assessment indicates that, when children enter school, they are particularly weak in number and sequencing skills, the pupils in Key Stage 1 make good progress with mathematics. Extra help is given to pupils who fall behind or arrive in the school with little or no English. Good use is made of the individual education plans to support pupils with special educational needs. In 1999, the school maintained these good results and all pupils again attained Level 2 or above. Since the previous inspection, the school

has maintained good standards and an average of the results show that pupils are performing above the national average by at least three months in National Curriculum terms.

102. The Year 1 pupils recognise numbers between 1 and 10 and place them correctly on a number line. Most count random items systematically and are able to form numbers accurately. By Year 2, pupils recognise two-digit numbers, place a number accurately between two others, add in ones and tens from any given number and higher attaining pupils can also subtract in tens and ones. A scrutiny of pupils' work indicates a major focus on number activities, but also working with a range of measures, two- and three-dimensional shapes and completing a graph of a car survey. There is no evidence of investigations to provide opportunities for choosing appropriate operations. Overall, the pupils are working within the National Curriculum level for their age, but they have some way to go to meet the extra demands of the National Numeracy Strategy, such as solving problems, organising data and using measures accurately.
103. In the 1998 national tests for eleven-year-olds, 37 per cent attained the required Level 4, of whom 7 per cent attained Level 5. This is well below the national average, but pupils' performance is in line with that of pupils in similar schools, and above for the pupils reaching Level 5. The overall average score is 3.22 against a national average of 3.68. This translates as about a 6 months disadvantage in National curriculum terms. However, the results show a continued rise in attainment from the previous two years and in 1999, the school achieved a further 15 per cent increase with 52 per cent attaining Level 4 or above, of whom 10 per cent attained Level 5. Given the pupils' very high mobility and lack of cohesive support for pupils with English as an additional language, the judgement of the inspection is that overall progress is satisfactory. Pupils with special educational needs make satisfactory progress, but the school has identified that pupils with English as an additional language who do not reach Stage 4 of fluency, make unsatisfactory progress. Special support is now in place to help these pupils. Numeracy skills are not well developed in other subjects and there are insufficient planned opportunities for pupils to apply their mathematical skills across all areas of the curriculum.
104. By the time pupils leave school at eleven, they multiply and divide by 10 and 100 to two decimal places, understand the link between fractions and decimals and reflect a variety of shapes in a mirror line. A scrutiny of work revealed coverage of all aspects of mathematics with less evidence of individual investigation, although the co-ordinator has plans to introduce these as specific topics are covered this year. There are some good examples where higher attaining pupils are given work appropriate to their ability. Pupils are benefiting from the implementation of the National Numeracy Strategy and the extra support from the co-ordinator who is working alongside each class teacher and withdrawing groups to offer specific challenges. They are becoming increasingly confident with mental calculations, using estimation and developing strategies for solving problems. The school has worked hard to improve standards in mathematics since the last inspection, and progress is evident across year groups and key stages, for example, pupils are becoming more secure with decimals, percentages and co-ordinates. Higher attaining pupils are now making satisfactory, and sometimes good, progress.
105. Pupils enjoy mathematics and many say it is their favourite subject. The younger pupils listen quite well, although some find it difficult to maintain concentration for too long. They are excited by the new resources being introduced and handle digit cards and number lines with care. They are learning to share and respect each other's ideas and suggestions. The older pupils are very focused during oral sessions and they work at a written activity or number game with sustained interest. When they are set an extension activity, such as Year 6 pupils creating their own image to replicate in mirror image, most set themselves a real challenge. The higher attaining pupils working in a withdrawal group are highly motivated, keen to meet mental challenges and to do extra work at home.

106. The previous report indicated that there were an insufficient range of experiences in Key Stage 2, the focus of lessons was too broad, skills and methods were not clear. These weaknesses have been addressed and the teaching of mathematics throughout the school is at least satisfactory and often good. No unsatisfactory lessons were observed. Subject knowledge is secure. The school used the numeracy strategy draft planning last year and, this year, teachers are well supported by the co-ordinator who helps with planning and delivery. Plans accurately reflect the recommended format and learning objectives are appropriate for the experience of the pupils. In a Year 1 / 2 class, the teacher sensibly shared the objectives with the pupils, so they were clear what it was they were trying to learn. Throughout the school, there is good use of mathematical vocabulary and appropriate terms are introduced as new topics are covered. Pupils are grouped by ability, most being supported by an adult. Oral work is purposeful, but questions are not usually sufficiently differentiated to challenge pupils of differing abilities, although this is seen to good effect in Year 2.
107. Good methods are used, with a strong emphasis on mental work, and tasks challenge pupils as well as giving them an opportunity to practise a known skill or concept. All learning support assistants are well briefed and offer effective support. As a result, pupils work purposefully throughout lessons and the teachers spend most time teaching. There are not many examples, apart from Year 6, where pupils explain their strategies to each other in order to share ideas and extend thinking. Teachers assess how lessons progress and adapt if necessary, or use errors as a teaching point, for instance, in Year 4 when all pupils were shown how to start from the zero when using certain rulers. Sharing sessions at the end of lessons are used to assess learning and emphasise objectives, but not to give pupils the opportunity to explain to others what they have learnt, which would also enhance literacy skills. Homework is set regularly and, where pupils regularly practise number bonds and 'tables', this has a positive effect on standards.
108. Pupils are well managed, leading to a positive ethos for learning. There is good use of praise and encouragement and most pupils are secure in offering ideas. The co-ordinator and class teachers work very effectively together to raise pupils' self-esteem. Insufficient stress is placed on presentation, although the co-ordinator gives pupils in withdrawal groups clear instructions and expectations. The pace of lessons is reasonably brisk, but there are some lessons when the teacher does too much talking and this prevents pupils getting fully involved with their written activity. There is access to a range of useful resources, and games are used effectively to practise skills and maintain interest, for example, Year 5 with Multiplication Bingo. Information technology is used well, as in Year 1, when a program matched the learning objective of counting random objects. There are some examples now where open-ended investigations are used to extend thinking.
109. The previous report stated that teachers need to improve assessment and record keeping practice in order to make consistent and confident judgements. This is now in place and analysis of data has led to changes in teaching and pupil groupings. For instance, higher attaining pupils in Reception and Year 1 are grouped by ability, and some work with older pupils for numeracy lessons. Pupils with English as an additional language, those with language needs for written problems, and pupils who are making less progress than expected receive extra focused support. Individual education plans clearly identify the numeracy targets for pupils with special educational needs. Assessment is now built into the teaching programme, so pupils' progress is checked after each specific aspect is covered. The co-ordinator has comprehensive responsibilities for the year, which includes observations of lessons, working alongside and training all staff, and offering specific support for groups of pupils. Time is not yet allocated to analyse the results of working with staff and children, to reflect on the findings of monitoring, or planning the training needs of staff. Her work, however, is already having a positive impact on standards. Extra resources have also been

obtained from the Education Action Zone in order to support the development of mathematics, particularly in Key Stage 2.

Science

110. In 1998, at the end of Key Stage 2, attainment in the national tests was well below the national average, but above average in comparison with school with pupils from similar backgrounds. The proportion of pupils achieving Level 4 or above was 54 per cent compared to the national average of 69 per cent, and the proportion achieving Level 5 or above was close to the national average of 16 percent. Over the past three years there has been year on year improvement and this has continued into 1999. Evidence collected during the inspection revealed that the school's targeting of pupils in need of help and its focus on explaining the subject specific vocabulary has resulted in improving standards. Standards in class work, however, are still below that expected for pupils' ages.
111. In 1998, teacher assessments in science at the end of Key Stage 1 showed 89 per cent of pupils attaining Level 2, which is broadly in line compared with the national average, but well above that of pupils in similar schools. 37 per cent were assessed at the higher Level 3, which is well above the national average and very high when compared to pupils in similar schools. In 1999, all pupils were assessed to be attaining Level 2 or above. Standards observed in Key Stage 1 are generally at the expected level. The majority of younger pupils know the five senses and use their sense of touch to describe the properties of materials, using appropriate vocabulary of rough and smooth, and of taste to identify different flavours. They recall the conditions required to promote healthy growth in seeds, know there is a variety of sources of light and confidently sort different types of animals into groups according to observable characteristics. They understand that eating the right kind of food is essential for healthy living. They name the parts of a sunflower and know that plants produce seeds, which in turn produce new plants. By the end of the key stage pupils enthusiastically undertake investigations involving materials and know that some materials are waterproof and some water resistant. Most are gaining an understanding of a fair test and make satisfactory predictions about the outcomes of an experiment. They predict which materials will absorb more water and whether seeds will germinate given different conditions.
112. In Key Stage 2, pupils understand the importance of a fair test, predict and check the results. They test the weight of air by comparing the weight a filled balloon and an empty one. They understand that magnets exert a force on some materials, and experiment to find which materials are attracted by a magnet and which are not. They have a good knowledge of the major organs of the human body, the function of teeth in nutrition and the importance of dental care. They know that a complete circuit, including a power source, is needed to make electrical devices work. There is a good understanding of how the properties of different materials make them suitable for different uses, such as insulators and conductors. The recording and presentation of work by pupils is below that which is expected and is an area for improvement. At this early stage of the term, the standards of attainment of the oldest pupils are not in line with national expectations.
113. Progress is satisfactory throughout the school, with pupils steadily increasing their scientific vocabulary and acquiring satisfactory investigative skills. They develop the ability to make predictions, based on fair testing, to test the magnetic properties of different materials as well as the absorbency of different materials. Pupils build up a satisfactory understanding of the human body, the solar system and why shadows move over a period of time. Their knowledge of forces increases from an understanding of pushing and pulling, to gravity. All pupils broaden their knowledge about the properties of materials. Pupils with special educational needs and those with English as additional language make good progress in acquiring a basic

scientific understanding, as work is planned to meet their needs and they are well supported by classroom support assistants.

114. Pupils have good attitudes to science lessons, which they enjoy, particularly when working practically. Behaviour in lessons is always satisfactory and often very good. Pupils have good powers of concentration, especially when the work is planned at levels appropriate to their attainment. A good example of this is the Year 6 lesson on teeth. Pupils work well in small groups, for example, when sorting materials into rough and smooth during practical activities organised by the teacher. They respect and care for resources, sharing them sensibly and fairly. Pupils are proud of their efforts and contribute to discussions, though at times reluctantly, making some thoughtful and informed observations.
115. The quality of teaching is at least satisfactory and often good. Teachers are secure in their subject knowledge and many lessons are well thought out, with interesting and stimulating activities, such as investigating waterproof materials in Year 2. All teachers have high expectations of work and behaviour. In the best lessons teachers are well prepared, plan their lessons well and refer to previous learning. They are enthusiastic about the subject matter. There is good use of lesson time with a balance between practical investigation and direct teaching, good use is made of discussions and questioning to help pupils recall and consolidate their knowledge and understanding. This was seen to good effect in Year 1 when effective questioning encouraged the pupils to make appropriate predictions and everyone was given a task, ensuring their full involvement. Resources and equipment are efficiently organised.
116. The co-ordinator makes a significant contribution to the development of the subject and has kept a record of topics covered in each year group. These topics are taken from the Qualifications and Curriculum Authority published scheme, but have not yet resulted in a coherent scheme based on the objectives of the school, which would support teachers' planning more effectively in each year group. An audit of the subject has been completed and a detailed action plan for its development has been produced. Resources are satisfactory in quality and quantity and are well organised. There are portfolios of moderated work in some attainment targets, which are beginning to be used effectively by teachers to assess the attainment of their pupils, but not yet to identify any weaknesses in teaching or learning. Information technology is used satisfactorily as a tool to support work.

OTHER SUBJECTS

Information Technology

117. The last report judged the pupils' achievement and progress in information and communications technology (ICT) to be unsatisfactory. This is no longer the case. By the end of Key Stage 1 and Key Stage 2, the attainment of the majority of the pupils is in line with national expectations. Pupils are making good progress.
118. By the end of Key Stage 1 the achievement of most pupils is satisfactory. Year 1 pupils are developing basic skills. eg They use the mouse independently to select and place their choice of ingredients. Year 2 use a greater range of function keys and programs. They write with words and symbols, draw and paint. They are competent in deleting and printing text and most could explain the advantages of the program they were using; that it is better than writing on paper as you could change things quickly. They are able to produce a poster using text and inserting pictures.
119. Attainment continues to be in line with national expectations throughout Key Stage 2. Year 3 pupils confidently use the computer to draw and print out maps, and Year 6 accurately load

and save data to produce charts that illustrate the protein needs of children. By the time they leave the school, pupils have worked in groups with desktop publications and designed a simple database, using the results to answer questions. They program simple instructions to create a shape of a specific size, manipulate text on the screen and understand the function of highlighting. They can access a website and generally have a sound knowledge of what a computer can do.

120. Good progress is made in information technology, during classes and over time. Direct teaching of specific skills, and of the functions and features of a particular software package, gives pupils a good grounding, which they then reinforce and extend through a range of tasks. A good structured scheme of work, which is now implemented throughout the school, helps teachers to plan for the systematic development of pupils' knowledge and skills. Pupils with special needs and those with English as an additional language make good progress.
121. ICT is being used satisfactorily as a tool to aid learning across the curriculum. It particularly supports learning in English and mathematics. Younger pupils use the computer to understand simple words and they play games that help them count systematically. Older pupils use word processing programs to compose stories and they extend their knowledge of science through using CD ROM to research humans and health. Geography skills are reinforced through use of a program that develops pupils' skills in mapping.
122. Pupils enjoy working with computers. Younger pupils concentrate well when listening to story tapes, with only minimal adult supervision. Pupils are confident and act responsibly, obtaining help when necessary as, for example, when the paper in the printer jammed. Older pupils are very interested in their work and ask pertinent questions. They work co-operatively in pairs, taking turns fairly to use the keyboard.
123. The formal class teaching that was seen was good. There are clear aims and objectives and good teacher demonstrations. The use of the correct vocabulary such as icons, websites and downloading is stressed. Subject knowledge is good and teachers explain the meaning of the icons and the special features of a particular program. Comprehensive planning links appropriate activities to the development of a particular ICT skill, for example, teaching about websites was followed by pupils researching into aspects of their science topic. There was good interaction with small groups of pupils in Year 1, with teacher and pupils working closely to produce a "Who am I?" booklet. The good quality of this work reflects the focus on the formal teaching of keyboard and mouse skills. Teaching is having a positive influence on the rising standards in ICT. Learning support assistants are used effectively. They work with small groups of pupils, ensuring that they understand how to use the program and the keyboard and then are available to help if and when required.
124. There have been substantial improvements since the last inspection. Resources have improved with one Personal Computer per class and all classes, including specialist rooms, fully cabled for internet access. The range of CD ROM's particularly in reading, mathematics and science has improved. A school laptop is available for staff to borrow, and this has successfully increased their confidence. A good, detailed scheme of work is in place, although the school is aware of the need to monitor its implementation. It has begun to have an impact and is a major factor in the good progress now being made. ICT is incorporated into curriculum planning. The good assessment procedures that have been in use since the spring of 1999 are beginning to help teachers plan more effectively. An audit of staff training needs has been completed and some training has already taken place, with more planned. Staff development for ICT is now good. The hard working co-ordinator has been effective in developing the subject.
131. **Religious Education**

125. Only two lessons were observed during the inspection. Judgements are made from the evidence of these lessons, together with the limited written work available, discussions with staff and with pupils from Years 2, 4 and 6.
126. The last inspection found standards in religious education to be unsatisfactory by the end of both key stages, when compared to the expectations outlined in the local Agreed Syllabus. This is still the case. Pupils make unsatisfactory progress. The school was criticised for not having a co-ordinator, a scheme of work or adequate resources. Some of these issues have been addressed recently, in that there is now a co-ordinator and more resources. The scheme of work, however, is outdated and the delivery of the curriculum is unsatisfactory, both of which are having an adverse effect on standards attained.
127. By the end of Year 2 pupils have only a limited understanding of the main religious stories and know little about the different basic beliefs. They know some facts, for example, that you take your shoes off when you enter a mosque, but they are confused about who Mohammed was. They are beginning to understand that ceremonies are important to people and different faiths have their own associated customs, but are still unaware why religious objects, such as a font, are special. By Year 6, pupils are unable to explain the similarities between one religion and another - such as the belief in God that underpins Judaism, Christianity and Islam. They have an understanding that peoples' actions, such as praying, signify what is important to them. However, they do not know the correct language to describe specific prayers and have no understanding of the importance of symbols in religion. Pupils are aware that there are many questions about the mystery of life that are challenging, but have little opportunity to explore how such questions have been addressed by different faiths. Attainment in a Year 4 lesson was satisfactory with pupils able to make a connection between Hindu stories about birth and the Christian nativity.
128. Progress in the one lesson seen in one Key Stage 1 was unsatisfactory. There was a lack of focus during the lesson, which made learning difficult. Progress in the one lesson seen in Key Stage 2 was satisfactory overall. Pupils learnt about the meaning of the name Krishna, although the group involved in the task of copying and colouring a picture during the latter part of the lesson did not enhance their religious knowledge. Progress throughout both key stages is unsatisfactory. Although pupils make some gains in their knowledge and understanding, progress is hindered by the small amount of time allocated to the teaching of the subject and, as few lessons include any written recording by the pupils, they remember little of what they have been told over time. Pupils with special educational needs and those with English as an additional language progress at the same pace as the rest of the class.
129. Interviews with pupils and their response in lessons show that pupils are interested and keen to answer questions. They tend to lose interest and become restless when there is a lack of focus, pace and rigour. They express thoughtful ideas and willingly share their feelings.
130. Teaching of religious education is unsatisfactory overall. Teachers' plans do not always give sufficient weight to learning about religion, resulting in poor progress in this aspect of the Agreed Syllabus. Even when a lesson is timetabled, it does not always happen. Some lessons that were designated as religious education turned out to be personal and social education, with little or no reference to religious values and beliefs.
131. Teachers' plans indicate that a number of social and moral issues are considered in religious education lessons. The inclusion of a range of religions, apart from Christianity, results in some contribution to the pupils' cultural development. The subject does not significantly increase literacy in the school.

132. The delivery of the curriculum and assessment is unsatisfactory. No monitoring has taken place. Although religious education has its own slot in the timetable, it is planned within a topic framework. The current religious education plans are linked to old themes that are not in line with current practice. The resultant mismatch makes it even harder to ensure that new work builds on what pupils have already learned and that work is not repeated. The need for religious education to fit in with the topic exacerbates the problem, rendering the long term plans ineffective. Pupils' achievement is not assessed, even though there are aspects of the Agreed Syllabus where it is appropriate to do so. There has been inadequate staff training over the past few years. Visits and visitors to enhance the curriculum are infrequent. However, the co-ordinator is keen to develop the subject and the school has the capacity to improve.

Art

133. Little teaching was seen during the inspection. Further evidence was obtained from scrutiny of pupils' work in folders and on display, from teachers' planning and from talking to teachers and pupils. This evidence suggests that, throughout the school, pupils' attainment is at least in line with expectations of most pupils of the same age. Progress in art is satisfactory and sometimes good. This applies to all pupils, including those with special educational needs. These judgements are very similar to those reported after the last inspection.
134. Much of the work seen in both key stages focuses upon drawing and painting, with some elements of printing and collage. Pupils in Year 1 made observational drawings of fruit and vegetables, using coloured pencils effectively. In a good lesson in Year 4, pupils used pencils of various intensity to draw cups, and they showed good understanding of the ways in which light and distance affected what they saw. In Year 6, pupils drew portraits with pastel and chalk, and experimented with the difficult techniques which are necessary with this kind of medium.
135. Throughout the school and outside, there are high quality displays of pupils' work, or of art developed from their designs. In one hall, a collage on the subject of bridges, made from fabric, models by pupils and objects found by the Thames, is very impressive, and is a witness to the good use the school makes of artists in residence supported by local projects. The metal arches and screens in the playground are further examples of this kind of shared operation, involving pupils in designing and executing works worthy of public display. There are further examples of enamelled designs in an underpass, and work is in hand on a sculpture project for display in the Globe Theatre.
136. Teaching in lessons is good, and there is a good scheme of work – which, however, is not observed as teachers pursue their own priorities for the subject. The result of this is that, although a good variety of work was seen on display, only two-dimensional drawing and colour work was seen in lessons. A further result is that the development of particular skills is not structured, and that pupils do not, for example, build their work with colour on a structured progression which starts with a knowledge of tone and of blending, and goes on to deal with opposites and their influence on each other. The appointed co-ordinator for art is a skilled and enthusiastic teacher, and there are plans to provide her with time to monitor the coverage of the scheme of work.
137. Pupils' attitudes to art are good. They concentrate well for sustained periods, so that their work is generally careful and accurate. They behave sensibly, even with difficult and messy media, so that lessons are orderly and purposeful. They co-operate well in helping to set out or clear away equipment. They support each other and evaluate each others' work with care and respect.

138. Resources for art are good, in good supply and easily accessible. The subject makes a good contribution to pupils' cultural education through their experience of the work of famous artists.

Design and Technology

139. The standard of work observed Key stage 1 is about the average expected for pupils of similar ages. They experience making items using a variety of materials and implements. In Year 1, pupils demonstrate their designing skills by selecting and arranging the ingredients required for making their favourite Pizza, which they proudly display to be photographed. They evaluate and modify the product, before finalising their design. In Year 2, pupils design and make clothes for their toys, and experience weaving. They also make their own shoe in cloth, using a template, and then stitching it with care. Some accurately measure and fold paper to create zigzag books, used to record stories about Elmer the elephant or Shaking Bones.
140. Attainment in Key Stage 2 is below expectation for pupils of similar age; they acquire limited skills and knowledge of the subject so standards of design and making do not develop sufficiently well. They design and make cardboard cut outs of Roman soldiers and instruments for a wall display. They make basic clay masks when studying the Greeks and design an attractive paper and fabric collage wall display of a rainforest. Year 6 pupils make simple books in which to record their project on teeth. In their science lessons they design and make buggies which are battery or pulley operated, as well as a simple burglar alarm. However, pupils make limited progress overall through working with a narrow range of materials and tools, and not fully exploring finishing techniques. The designs show some increase in complexity and develop, for example, from static cardboard models in Key Stage 1 to electrically mobile vehicles in Key Stage 2. Some pupils develop analytical and evaluative skills, as demonstrated in a Year 4 class discussing the design and making of a mobile spider crab. Pupils with special educational needs make satisfactory progress in the practical areas of work. Pupils benefit from the opportunity to work with artists in residence, when some challenging and complex designs are created, resulting in attractive and well-finished products.
141. Pupils respond well to lessons in design and technology They enjoy making things. They work co-operatively in pairs or in groups sharing ideas and resources. They discuss designs and offer suggestions on how to make improvements. Pupils show respect for property, and use tools safely. They show a sense of satisfaction when their work is displayed in the hall and are keen to talk about the design and making of the exhibits. Their behaviour in lessons is good.
142. Teaching in both key stages is satisfactory and sometimes good, especially in Key Stage 1 Teachers have satisfactory knowledge, but some lessons have unclear learning objectives, which are not always pertinent to the subject. Pupils are given activities that allow them to make and evaluate products, but there are not sufficient focused practical tasks in which they can develop and practise a particular skill. Some explanations are overlong, limiting the time for pupils to be actively involved. However, lessons are generally well organised and managed and a suitable range of resources provided for the activities planned. Work in design and technology supports other areas of the curriculum, but is not fully exploited to develop literacy and numeracy skills.
143. The subject is managed by an able and enthusiastic co-ordinator. There is a clear policy, but the scheme of work, although referring to the Qualifications and Curriculum Authority programme, identifies projects linked to the topic for the term rather than those most appropriate for the ages of the pupils. Long term planning is, as yet, to be formalised. Resources are adequate to meet the needs of the subject.

Geography

144. Geography is taught as part of a broader topic of work throughout the school. At the time of the inspection only two lessons were observed. Judgements are therefore based on these lessons, together with a scrutiny of pupils' work, displays and planning documents, discussions with teachers and with pupils.
145. The standard of work seen was below that expected for pupils' ages. In Key Stage 1, pupils study the locality by describing their journey to school. They identify some geographical features and recognise local characteristics such as buildings of importance, parks and other recreational facilities. They learn about contrasts in climate between hot and cold through their project on clothes, but do not study the effects of weather in depth. They make a study of foods from different parts of the world and find the place of origin on a map. However the amount of written follow up work is very limited, as is the depth of study in relation to what is available for geographical study.
146. In Key Stage 2, there is limited evidence of geographical studies. Pupils are unaware of what the subject encompasses, as subject-specific skills are not taught and detailed studies of the effect of weather, rivers and settlements on the environment are not evident. Year 5 pupils, however, study the rain forest. They know the location of the rainforests of the world and record them on a world map. They know that the rainforest is the habitat for many wild animals, which are threatened by the destruction of the forests. Pupils are aware of the importance of the trees in the oxygen cycle and that the reduction of the forest cover contributes to the greenhouse effect and soil erosion. They recognise the benefits of the forest past and present for the supply of important medicines.
147. Pupils make limited progress in the study of geography in Key Stage 1, with some gains in knowledge and understanding of the topics studied and of the local area. However opportunities are missed to extend their work through the study of a contrasting locality of similar size and obtaining geographical information from a range of secondary sources. In Key Stage 2 progress is unsatisfactory. At the end of the key stage, pupils' knowledge of geography is very limited. Insufficient opportunities are provided for pupils to develop their geographical skills of collecting, recording and presenting evidence; to carry out fieldwork which includes the use of measuring instruments and investigative techniques; to make in depth thematic study. Pupils with special educational needs make similar progress.
148. Pupils have a good attitude to the subject and enjoy the activities, especially when they involve practical work. Pupils in Key Stage 1 speak enthusiastically about clothes suitable for different climates and relate this to their experiences on holiday abroad. Pupils in Year 5 remain on task and work with enthusiasm when producing a wall display on the rain forest. They work collaboratively, helping each other when necessary. Pupils with special educational needs show interest in practical work. They find ways to solve problems and use a variety of materials.
149. The quality of teaching in the two lessons observed was satisfactory with good features in one lesson. Teachers plan work with appropriate resources, such as providing an interesting range of bread or clothing. Learning objectives are not always clearly linked to the subject, but the methods used are sound. Teachers use different strategies, for example, in Year 5 pupils are given the opportunity to work in pairs or independently, and choose different activities when they prepare the display on the rainforest. As a result they work with enthusiasm. Management of the class is good, because there is a good relationship between teachers and pupils. Good questioning in Key Stage 1 challenges pupils' thinking by regularly asking them to explain why, especially if the answer is not what was expected. This provides the opportunity for

pupils to correct mistakes and move on. In Key Stage 2, challenging questions extend pupils' thinking about alternative possible results of deforestation. The use of praise and encouragement encourages pupils to persevere.

150. There is at present no co-ordinator for geography and teachers choose an area of study determined by the topic for the term. This approach limits the possibility of planning for continuity and progression on a year to year basis and to monitor the coverage of knowledge, skills and understanding. Resources are satisfactory. Apart from a visit to the Bottley Head sheep farm, organised through the Countryside Trust last year for Year 3 pupils, there is little use of educational visits to enhance the geography curriculum. Literacy and numeracy skills are not developed through the subject, with little recording, map work or measuring taking place.

History

151. Timetabling arrangements were such that no lessons were seen in history. Judgements are based on scrutiny of pupils' work, displays, planning documents, discussions with the co-ordinator, staff and with pupils.
152. The standards achieved in history are broadly in line with what is expected of pupils of similar age. In Key Stage 1, pupils develop an awareness of time by making comparisons between then and now. They look at changes that have taken place since their parents and grandparents were children, and are introduced to the concept of a family tree. They understand that certain items of food were different from the present and that availability was different. Comparison of the toys which grandparents had with present day electronic toys reinforces the concept of changes over time. Pupils begin to appreciate the place of events on a time line. By the end of the key stage they learn about the work of people in the past such as Florence Nightingale and about historical events such as the Fire of London. They know why the fire spread so rapidly and the main source of information about the event.
153. In Key Stage 2 pupils know that the Romans invaded England and archaeologists have found remains of their occupation. They know that English tribes living in England resisted the Roman invasion and that Boudicca led an army against them. Year 4 pupils know that there is a period in history known as Tudor times named after Henry VIII and that he had six wives. They can recognise period costumes worn during these times and appreciate the difference between the rich and the poor. They compare present day clothes with those of the past. By the end of the key stage pupils have a grasp of some empires of the past from their study of Greek civilisation and its impact on the present.
154. Pupils make satisfactory progress as they move through the school. They develop a deeper understanding of events in the passing of time. Early appreciation of the family tree extends to the understanding of changing rule during Tudor times and the complications of claims to the throne. Pupils make progress in the use of different sources for reconstructing the past, from the use of simple photographs and samples of toys in Key Stage 1 to contemporary accounts and artefacts from excavations in Key Stage 2. They gain confidence in finding out about the past from books and other sources.
155. Pupils enjoy history. They make valuable contributions from their own experiences. They talk enthusiastically about their visit to the Tower of London, about their knowledge of Henry VIII, and the myths and legends of Greek gods and goddesses. They recall the story of Perseus and confidently explain the reasons why certain incidents took place.
156. The co-ordinator for history is enthusiastic and supportive. Planning for teaching history

through a topic web results in the lack of a sufficiently coherent scheme that provides continuity and progression. However, the school development plan for 1999-2000 provides for the writing of a new scheme of work during the calendar year 2000. The subject is enhanced by visitors who talk about the past, and by educational trips to the Tower of London and the Victoria and Albert Museum.

163. **Music**

157. Little teaching of music was seen during the inspection. The conclusions drawn about the subject in general are therefore based on two lessons in Key Stage 2, another taken by a representative of an outside organisation, and one assembly. The scheme of work was examined, and discussions took place with teachers and pupils. In the last inspection it was reported that there was little singing in assemblies, and that pupils made unsatisfactory progress in music. Because of the lack of evidence, no judgements can be made on progress in this inspection.
158. In the lessons seen, teachers were using their own resources, so that pupils could compare and evaluate the compositions of others. Year 4 pupils recognise and name a variety of orchestral instruments and know music comes from different times and places. They are developing appraisal skills and express in simple terms, their evaluation of a Mozart Symphony. Year 6 show good rehearsal skills, although their tunefulness is not very accurate. They use more sophisticated technical terms in their evaluations, such as “crescendo” and make an honest appraisal of their taped performance. They are acquiring a repertoire of known songs. The lessons were successful, but were not parts of the scheme of work, and as a result a clear structure of progress could not be seen. In the six assemblies seen, music only featured in one. Pupils sang with enthusiasm, but were not familiar with the words.
159. Pupils are attentive listeners and take a keen interest in trying to identify the different instruments playing. When given the chance to sing, pupils do so with great enthusiasm and without inhibition, as was also overheard in one classroom at the end of the day.
160. There is a good scheme of work in place, but there is at the moment no music co-ordinator, this place being temporarily filled by the headteacher. Good use is made of outside organisations in order to compensate for the unsatisfactory situation at present. During the inspection, one very good lesson led by a representative from English National Opera was seen. During the year, there is very useful input from the London Symphony Orchestra, and pupils have taken part in dramatic and musical presentations at the Globe Theatre. There is a satisfactory collection of tuned and untuned instruments – some from a variety of cultures – but none was seen in use.
161. The school acknowledges there is insufficient provision for this aspect of pupils’ education at present and recognises the urgent need to remedy it. Not all teachers are confident about the subject and they relied heavily in the past on input from the knowledgeable and skilled co-ordinator.

Physical Education

162. In the 1996 report, standards in physical education were judged to be at an appropriate level. The school has maintained these standards and pupils make satisfactory progress throughout the school, with good progress seen in swimming and games. The subject contributes to developing pupils’ numeracy, for example, when they use a stop watch and measuring tape with precision and accuracy.
163. The younger pupils are aware of space, including when walking backwards. They run lightly,

lifting up their feet. They roll a ball accurately to a partner and, when dribbling a ball with their feet, are able to watch the ball as well as where they are going. Year 3 pupils find different ways of moving across apparatus and are beginning to balance with control. By Year 6, pupils complete a range of exercises to develop and refine the basic techniques of throwing, sprinting, hopping and jumping and set themselves individual targets for improvement. In dance, Year 4 pupils devise a series of movements as partners, using different levels, pace and body parts, with good continuity and control. In swimming, most Year 6 pupils are already able to swim the required length using different strokes and nearly all are on course to be competent swimmers by the time they are eleven. In all lessons observed, pupils' attainment was at the expected level and in 25 per cent, it was good.

164. Pupils make good progress in developing strength, endurance and skill. They show fair play and also have a good awareness of health and safety aspects. Less good progress is seen when lessons lack pace and pupils are not physically active for the majority of the time. Good progress is made in swimming through the use of an indoor pool for Key Stage 1 pupils, although, at the time of the inspection, unfortunately it was out of use. Older pupils, boys and girls, are well supported by the good range of extra curricular sporting activities that are available. They have access to football, netball, touch rugby, cricket, athletics and cross country. During the previous academic year, nearly every Year 6 pupil represented the school for some sporting competition. Between 20 and 30 Year 4, 5 and 6 pupils attend football, netball and touch rugby training sessions at present.
165. Pupils are very keen to take part in all physical activities. Key Stage 1 pupils change independently, quickly and without fuss. Most maintain sensible behaviour, follow instructions and try hard. Year 4 pupils work collaboratively and are able to offer and take constructive criticism in order to improve their performance. Year 6 take responsibility for timing each other and measuring results. They are careful and accurate, recording individual successes fairly. All pupils handle the apparatus with care.
166. Teaching is mostly satisfactory or good. The unsatisfactory lesson was due to a lack of pace, with pupils not sustaining energetic activity. Teachers have secure subject knowledge and lessons are properly organised with correct warm-up procedures, a focused activity, time to practise and refine and recovery exercises to finish. There are firm rules for behaviour and high expectations of response. Teachers use the correct vocabulary and, in Year 3 gymnastics and Year 4 dance, there are opportunities for pupils to evaluate each other's performances. Older pupils set up their own equipment, but time is wasted when the teachers hand out small apparatus to the younger pupils. Some teachers offer lengthy explanations and then the lessons lose pace and pupils stop exercising. Eight members of staff give much of their own time to support extra-curricular training and sporting activities.
167. The co-ordinator is very experienced and offers good support for the subject. The headteacher and governors strongly support the commitment to sport and there is a good ethos for learning. There is a comprehensive scheme of work that gives a half-termly focus on three areas, allowing for most aspects of the subject to be comprehensively covered each year and for skills to be taught progressively. There is sufficient small apparatus and the three halls offer plenty of opportunity for all classes to have regular access. There is little opportunity for outdoor adventurous activities, as the school has only a small playground and no field on site. However, the staff work hard to take the pupils to appropriate venues and to use the local resources to advantage, such as the Oval cricket ground and Lords.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

168. The team consisted of 5 inspectors, including a lay inspector, who spent a total of 19 inspector days in school. The inspection team:
- spent 58 hours 15 minutes hours observing lessons and reviewing children's work
 - attended a sample of registration sessions, assemblies and extra-curricular activities and had lunch with the pupils
 - observed pupils' arrival at and departure from school
 - observed all teachers at least once and most several times
 - had discussions with the Headteacher, teaching and ancillary staff, the Chairman of Governors and other governors
 - reviewed all the available written work of a representative sample of three pupils from each year group
 - held formal and informal discussions with many pupils
 - analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - the school prospectus;
 - school policies;
 - the Governors' Annual Report to Parents;
 - minutes of governors' meetings;
 - financial statements;
 - the School Development Plan
 - subject policies and planning;
 - students' reports and records, including special educational needs records
 - Before the inspection, a meeting of parents was held at the school to hear their views. Sixteen parents attended and 52 families returned a questionnaire giving their views about the work of the school.

DATA AND INDICATORS

Pupil data

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|--------|---|---|--|---|
| R - Y6 | 204 | 4 | 58 | 140 |

Teachers and classes

Qualified teachers (YR - Y6)

| | |
|---|------|
| Total number of qualified teachers (full-time equivalent) | 10.5 |
| Number of pupils per qualified teacher | 19.4 |

Education support staff (Y3 - Y6)

| | |
|---|-----|
| Total number of education support staff | 9 |
| Total aggregate hours worked each week | 181 |

Average class size:

| |
|----|
| 25 |
|----|

Financial data

Financial year: 1998/99

| | £ |
|--|--------|
| Total Income | 542265 |
| Total Expenditure | 561006 |
| Expenditure per pupil | 2482 |
| Balance brought forward from previous year | 49059 |
| Balance carried forward to next year | 30318 |

PARENTAL SURVEY

Number of questionnaires sent out:

204

Number of questionnaires returned:

52

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 48 | 50 | 2 | 0 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 62 | 32 | 2 | 2 | 2 |
| The school handles complaints from parents well | 37 | 53 | 4 | 4 | 2 |
| The school gives me a clear understanding of what is taught | 35 | 52 | 11 | 2 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 52 | 42 | 4 | 2 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 49 | 47 | 4 | 0 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 47 | 41 | 10 | 2 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 39 | 47 | 6 | 8 | 0 |
| The school's values and attitudes have a positive effect on my child(ren) | 37 | 51 | 12 | 0 | 0 |
| The school achieves high standards of good behaviour | 44 | 42 | 8 | 6 | 0 |
| My child(ren) like(s) school | 78 | 20 | 0 | 2 | 0 |