

INSPECTION REPORT

HOLY TRINITY VA C OF E PRIMARY SCHOOL

Tulse Hill

LEA area: Lambeth

Unique reference number: 100622

Headteacher: Mr David Hooper

Reporting inspector: Mr Jonathan Palk
23630

Dates of inspection: 26 - 30 June 2000

Inspection number: 188312

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Upper Tulse Hill London
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jim Maddox
Date of previous inspection:	03/06/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Jonathan Palk	Registered inspector	Physical education Geography English as an additional language	The school's results and achievements Teaching and learning Leadership and management
Mr Peter Dannheisser	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs Liz Kounnou	Team inspector	English Under-fives provision Special educational needs	Quality and range of opportunities or learning
Ms Christine Canniff	Team inspector	Mathematics Design and technology History Music	
Mr Graham Stephens	Team inspector	Science Information technology Art Equality of opportunity	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Trinity Voluntary Aided School is an average sized primary school with 256 pupils on roll. Numbers have steadily risen over the past four years. The school is increasing its admission number from 38 to 60 this September. There are nine mixed age classes and the pupil to teacher ratio is average.

Pupils come from a range of ethnic and economic backgrounds. There are high proportions of pupils with English as an additional language and 17 pupils receive additional support. Most pupils speak English. The proportion of pupils eligible for free school meals is above average. The school has an average proportion of pupils with special educational needs and with Statements of Special Educational Need.

Most children attend some form of part-time provision before starting school. On entry, the majority have skills that are below average. They settle readily in to a reception class that had 12 pupils under five at the time of inspection.

HOW GOOD THE SCHOOL IS

This is an improving school. Performances at Key Stage 1 are above those of similar schools and standards in mathematics are rising at Key Stage 2. Pupils' attitudes are very good and they are positive about learning. There is a good proportion of very good teaching. The recently appointed headteacher has gained the support and loyalty of the parents and the ethos of the school is very good. The governing body is involved in the work of the school and shares the commitment to continue to raise standards especially in Key Stage 2. The school offers satisfactory value for money.

What the school does well

- Good teaching of the youngest children and those in Key Stage 1 and this contributes to good standards.
- Pastoral support is very good and permeates the ethos within the school.
- High standards in art and singing across the school.
- Good involvement by parents in a broad curriculum, which emphasises pupils' musical heritage.
- Pupils have very positive attitudes in class. Very good provision for personal development.
- The headteacher has a clear vision of what is needed to improve the school and has united staff and governors.

What could be improved

- There is a lack of emphasis on developing and planning for spoken English across the school.
- The science curriculum is not fully implemented and standards in investigative science are not high enough across Key Stage 2.
- Teachers' planning in Years 5 and 6 is not meeting the needs of the higher attaining pupils sufficiently in writing and investigative mathematics.
- Not enough time is being given to teaching geography, design and technology and some aspects of information technology.
- Assessment information is not used well enough at Key Stage 2 to meet the needs of the different abilities in mixed age classes.
- The school development plan is not clear about how improvements will be managed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Difficulties in appointing a new headteacher meant that the previous issues were not addressed with sufficient rigour and the balance of the curriculum and use of assessment had not improved at Key Stage 2. The national strategies for literacy and numeracy have been introduced effectively. The school has made a satisfactory start on using the results of a range of tests to track the progress of pupils and addressing the underachievement of pupils in Key Stage 2. However assessment information is still not being used effectively to guide planning for the mixed age and ability classes in Key Stage 2. There has been good improvement in the provision for children under five and this is ensuring they make good progress at this stage in their learning. Teaching is better across the school than at the last inspection and standards have risen each year in Key Stage 1.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	E	D	well above average A above average B average C below average D well below average E
mathematics	D	D	E	D	
science	D	D	E	E	

The decline in pupils' performance over the last four years at Key Stage 2 has been due to changes in staffing and some considerable movement of pupils in and out of the school. Inspection found that standards are improving, and by the age of 11 pupils achieve average standards in English and mathematics. The results of this year's tests confirm this improvement and the school is on course to meet the challenging targets it has set for 2001 and 2002.

There has been very little above average attainment in national tests at Key Stage 2 and this is borne out by inspection findings. This is a consequence of insufficient challenge in teachers' planning for higher attaining pupils. Other pupils make satisfactory progress in reading and writing and scientific knowledge and good progress in mathematics from their earlier attainment.

Pupils lack experience of important elements in spoken language and investigative science, and standards are below average.

Whilst the good provision for art and singing leads to standards that are above expectation, the lack of regular and well planned experiences in geography and control technology contribute to standards that are below those expected.

Performance in Key Stage 1 tests has been improving over the last three years and at a better rate than nationally. Standards achieved by pupils in 1999 tests are well above average in writing and very high in reading when compared to similar schools. Pupils enter

school with below average skills. They make good progress in the reception class and Key Stage 1 in all aspects of their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and keen to succeed. They concentrate well and are proud of their achievements.
Behaviour, in and out of classrooms	Good. They have a good understanding of right and wrong. They observe the school rules. There has been one temporary exclusion.
Personal development and relationships	Very good. Pupils respect their teachers and they value each other's efforts. They play well together at break times.
Attendance	Satisfactory. Lessons start promptly.

Pupils of different ethnic groups mix very well together. The children are very involved in all that goes on in school.

TEACHING AND LEARNING

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

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

Overall, the teaching is satisfactory. Ninety one per cent is satisfactory with 53 per cent that is good or very good.

The teaching of the under-fives is good. A firm foundation is established in basic skills and this ensures children make good progress in most aspects.

More than half the teaching is very good at Key Stage 1. Very good use is made of small and well-supported groups and pupils are clear about what they are doing and why they are doing it. The teachers are enthusiastic and this shows in their lively presentations and the easy way ideas bounce from pupil to teacher.

The quality of teaching is improving at Key Stage 2. The teachers are using the numeracy and literacy framework effectively although objectives are often too broad to meet the wide range of abilities in the classes. A lack of challenge in some lessons in Key Stage 2 contributes to some unsatisfactory teaching. Teaching in other subjects is broadly sound but weakened by a lack of attention given to the skills pupils have already acquired.

Not enough attention is given to pupils' spoken language across the school and this affects the development of pupils' vocabulary.

Homework is used well across the school and contributes to pupils' motivation.

Pupils with special educational needs and those with English as an additional language are well supported and make satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad range of experiences. Emphasis on art and music is good. Not enough time is being given to some subjects and this leads to gaps in the development of pupils' skills.
Provision for pupils with special educational needs	Satisfactory overall. Good support. Targets are not precise enough.
Provision for pupils with English as an additional language	Satisfactory overall. Good assessment procedures. Individual work programmes not yet in place.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A notable strength. Very good provision for spiritual, moral and social development. Improving cultural experiences both in music and history.
How well the school cares for its pupils	Good procedures for child protection. Good tracking of personal developments. Insufficient use made of assessment information.

Assessment information not used sufficiently to guide planning in Key Stage 2 classes. There is no provision for pupils to achieve the standard in swimming. Good range of clubs and visits. The links between the school and parents are very good. Parents are well informed and support their children well both through the homework and regular attendance at assemblies and curriculum evenings.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership in bringing staff, parents and governors together to raise standards. Co-ordinators are clear about what is needed to improve standards. There is a strong ethos.
How well the governors fulfil their responsibilities	Satisfactory. They are well informed through visits.
The school's evaluation of its performance	Satisfactory. Making use of information from standardised test to target additional staff. Co-ordinators beginning to implement subject developments. The monitoring of teaching and planning is variable in quality.
The strategic use of resources	Large surplus is set aside to resource the new classroom. However there are weaknesses in library provision and space for the under-fives to play outdoors.

There is no science co-ordinator and this affects the quality of provision in this subject. The school development plan identifies appropriate areas for development but it is not sharp enough in identifying specific targets to be achieved and how these are to be managed. The school considers how it can give best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Appreciate the rich curriculum provided for the pupils and value the headteacher's and staff's involvement in extra-curricular activities. • Pleased with progress the pupils make in all areas. • The excellent attitudes and behaviour of the pupils. • Good communication between home and school. 	<ul style="list-style-type: none"> • Some concerns over the disruption to pupils' learning caused by staff turnover. • Too much homework for younger pupils.

Inspection agreed with the parents' positive comments. Parental support is very good and this was reflected in the responses to the questionnaire and comments made at the parents' meeting. Concerns were expressed about the quality of learning in one infant class as a result of a lack of permanent teachers. The learning in this class is particularly effective and standards are as they should be. Parents are given the option to discuss homework with the class teachers and this usually works well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. National Curriculum tests results at the end of Key Stage 1 are well above average in reading, above average in writing and average in mathematics. When compared with similar schools results are well above average. The proportion of pupils achieving the higher Level 3 is also above that found nationally in reading and writing but is below in mathematics. Results are rising faster than nationally. National Curriculum results at the end of Key Stage 2 are well below average in English, mathematics and science. When compared to similar schools results in English and mathematics are below average and well below average in science. The trend in results for all three subjects is broadly in line with the national trend. Some of the underachievement of pupils in Key Stage 2 is the result of considerable changes in teaching staff and the inconsistent application of schemes of work as pupils moved through the key stage. The school reduced the size of the Year 6 classes for English and mathematics this year in order to prepare the pupil for the tests. This met the needs of the majority of pupils but not those of higher attaining pupils who were not challenged at the higher levels. Early indications are that performance in this year's National Curriculum tests have improved in all three subjects.
2. Children enter the school with below average attainment. They make good progress in the reception class and by the age of five reach the expected standards in most areas of their learning. They achieve above average in their number work. However, their speaking and listening skills and personal and social skills are below those expected of five year old children.
3. Pupils make good progress in reading and writing during Key Stage 1 and standards are above average. The successful implementation of the literacy strategy and good teaching mean that pupils are well challenged. They use their reading skills to research for information and write neatly for a variety of purposes. The classes are lively and stimulating with a strong emphasis on language. Speaking and listening skills are average with sufficient attention paid to this aspect during the whole-class sessions.
4. Inspection evidence indicates that the majority of pupils at the end of Key Stage 2 will achieve average standards in English. Most pupils have made satisfactory progress on their earlier attainment in reading and writing. However, higher attaining pupils have not developed their skills in writing to include argument or evaluation. The quality of language is satisfactory but does not reflect the high expectations of teachers. Pupils across the key stage are particularly weak in their use of spoken language to convey ideas or express opinions in any detail. They have difficulty reasoning out loud or justifying a point of view. This has a detrimental effect on the quality of their written work and affects standards in investigative science.
5. Inspection found above average standards in mathematics at the end of Key Stage 1. Pupils understanding and use of number at the end of Key Stage 1 are above average and they make sound progress on their earlier achievements. Pupils in Year 6 have made good progress on their earlier attainment in number work and

this is a consequence of the effective introduction of the numeracy strategy and the setting for mathematics in this last year. Standards at the end of Key Stage 2 are average. By the age of 11 pupils' abilities to explain and justify their answers are below expectation and not enough time is given for pupils to explore the strategies they are using.

6. In science, teacher assessments at the end of Key Stage 1 in 1999 were above average. Inspection evidence found attainment to be average. Seven year olds had a good understanding of electricity and could explain what was happening in their circuits. Pupils are less certain about how their experiments could be made fair. By the age of 11 the standard is below average overall. Pupils' general level of scientific knowledge is average and they have made satisfactory progress throughout the key stage. Few pupils have a secure understanding of how they could set up tests to explore their scientific ideas. There are gaps in pupils' scientific thinking as a result of inconsistent application of the scheme of work.
7. Pupils' use of information technology is average at the end of both key stages. Pupils of all ages use the computers confidently to write stories, edit work and find information. Older pupils have developed skills in using the Internet to communicate information about the school and to support enquiry skills. Good use is made of the computers to support other subjects. However, pupils have little experience of setting up procedures to control technology, an aspect that was weak at the last inspection. A suitable training programme for staff is in place for next academic year that will address this area of weakness.
8. Inspection found that standards in other subjects are broadly meeting expectations. By the age of 11, pupils' knowledge of events in history is satisfactory although their ability to explain the impact of such events is below what could be expected. Geography knowledge and skills of pupils at the end of the Key Stage 2 are below expectations, and this is a consequence of weak systems for recording pupils' previous attainment and building on this in the main skills areas. A good range of skills and techniques are taught and practised by the pupils in art and standards exceed those usually found. The quality of artwork in the school makes an important contribution to the quality of the environment set for the pupils. Singing and music-making is a strength of the school and standards are high. Good use is made of the schools links with the community to develop these skills.
9. Pupils included on the special educational needs register make satisfactory progress towards the targets on their individual education plans as a result of the regular support from the special educational needs teacher and the literacy consultant.
10. Standards are improving in Key Stage 2 as a result of effective teaching and pupils are on course to achieve the challenging targets set for English and mathematics in 2002 National Curriculum tests. The underachievement of pupils in Key Stage 2 identified in the last inspection report is being addressed successfully in Years 3 and 4 through more focussed planning. There is still insufficient attention given to the specific needs of different ability pupils in the older mixed age classes and this affects the achievements of higher attaining pupils at the end of the key stage. The quality of handwriting and presentation is good throughout the school and a significant improvement on the low standards noted in both key stages in the last inspection report. Pupils with limited English are now identified and support is appropriately targeted to meet their needs.

Pupils' attitudes, values and personal development

11. Children enjoy coming to school. Attendance figures are broadly in line with national averages and absences are generally accounted for and associated with illness. Pupils arrive in good time for lessons.
12. Pupils rapidly learn how to work well with each other. For example the pupils are encouraged to work co-operatively and to share resources sensibly. In the playground pupils share play equipment and show considerable ability to co-operate. There is no evidence of bullying and racial harmony is very good. There has been one temporary exclusion, which has been well managed by the school.
13. Pupils' attitudes towards their learning are very good in the majority of lessons (eight out of ten lessons). They behave well both within the classroom and around the school. Where attitudes and behaviour were, on occasion, unsatisfactory pupils had not been motivated sufficiently and questions did not draw out thoughtful responses. Class teachers apply the behaviour policy consistently throughout the school. Consequently all pupils understand the boundaries of behaviour, and they accept the positive guidance towards better behaviour without truculence. Should conduct in class slip, teaching staff restore pupils' concentration rapidly and effectively. Class teachers encourage pupils to be considerate. Pupils are courteous and move carefully around the classroom; they work very well together, and maintain their interest in lessons. For example a class of six year old pupils successfully worked independently organising and sharing resources during a literacy lesson. In another much enjoyed literacy lesson, eight and nine year olds became totally absorbed studying a poem and quickly gave their opinions when these were sought. Pupils are particularly proud of their shiny books, which are used to record and praise the work they have completed. Many of the books are full of tiny stickers, and pupils proudly explain why they were awarded each one. Pupils with special educational needs are fully involved in the life of the school.
14. Relationships between staff and the children are very good, and this is evident both in classrooms and around the school. Lunchtimes are pleasant. Pupils choose to sit at mixed-age tables and rapidly learn good table manners. They are helpful and talk happily amongst themselves or with the adults. Monitors help other pupils with their plates at the end of lunchtime and generally enjoy the personal responsibilities they are given within class and around the school. For example some older pupils help the young ones at break times, handle overhead projectors in assemblies, and read to children in the reception class. They take great pleasure in fulfilling these responsibilities with obvious benefits for all pupils. Older pupils get to know the younger newcomers to the school, and this helps build confidence and a strong community. The school council consists of elected representatives from junior classes. All pupils are well aware of and respect its function and role and those that carry it out.
15. Pupils are fully involved in school. The good variety of clubs are well supported by the pupils. They understand the rewards system and take pride in the success of whole-school events such as 'Joseph'. Excellence, achievement, improvement and kindness are publicly recognised at regular celebration assemblies at which all pupils gain an understanding of the targets for which they aim and the impact of what they do and achieve on their friends and the school community. The celebration assemblies involve the whole-school population and many family members. They make a very positive contribution to pupils' personal development

and self-esteem. They are skilfully led and managed allowing the focus to be firmly on pupils' own performances and achievements.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall. Twenty four per cent of teaching is very good. The teaching is better in Key Stage 1 with just over half of a very good quality. This is an improvement on the findings of the last inspection. Throughout the school the teaching of literacy and numeracy is satisfactory with some that is good. There are weaknesses in teachers' planning of lessons for different abilities in Years 5 and 6 and a small proportion of lessons at Key Stage 2 were unsatisfactory.
17. The teaching of the children under five years old is good. The teacher has a very good understanding of how younger children learn and provides a good range of activities to develop their basic skills in language and numeracy. Games and creative activities have a distinct focus on language or numeracy. For example the Silver Snake reinforced the letter and sound of 's' whilst many clapping games help children learn the pattern of pairs of numbers. Well-prepared visits such as that to Brixton High Street develop an interest in the local environment. There is very positive encouragement given to children to make their contribution to a three-dimensional map of the High Street, which helps them recall the events of the day. The teacher makes good use of activities to extend knowledge and understanding and uses the tape recorder to develop speaking skills. A visit to the class museum is used skilfully by the teacher to encourage children to describe carefully but also contributes to developing their attentiveness.
18. In the teaching of literacy, good use is made of the National Literacy Framework to guide planning and focus the work covered in individual lessons. Resources are used well to teach skills such as the nature of instructional writing. Year 5 and 6 pupils used cooking instructions from packets brought in from home to identify common features in this type of writing.
19. Teachers are beginning to use the National Numeracy Strategy to guide their teaching of mathematics. This has strengthened the daily planning and teachers focus well on the learning objectives. However too often there is a lack of challenge for older pupils because lessons start at the same place for all. The brisk pace of mental arithmetic sessions in the lower part of the school helps pupils gain confidence in their use of number. There is scope to make better use of the mental arithmetic sessions in Years 5 and 6 to extend the range of strategies pupils use.
20. The teaching in Key Stage 1 is good. Teachers plan very carefully to make sure that the needs of different abilities in the class are being met. Support teachers and assistants are used well. They maintain good quality records of the work undertaken and what the pupils achieved. The plenary is effective providing opportunities for pupils to use and practise spoken English.
21. In general the planning in Key Stage 2 is too broad and does not take enough account of the higher attainers and also the need of those with special educational needs. Teachers in Years 3 and 4 use their knowledge of the pupils' abilities to group the class appropriately and set specific activities that are matched well to the pupils' abilities. In the upper Key Stage 2 classes not enough consideration is given to what pupils have already learnt. The teachers set their lesson objectives for

pupils of average ability but this is not sufficient for the wide range of ability in these classes. In literacy lessons a carousel of activities is often used and groups of pupils take it turn to complete the activity. The demands change appropriately but the learning intentions are not specific enough to address the gaps in pupils' knowledge and understanding. Group reading objectives are set for the week and not for the needs of the group. Guided writing will focus, for example, on developing adverbs but does not focus on pupils who have weaknesses in vocabulary. This approach is seen throughout much of the subject planning and the activities. As a result the older and higher attaining pupils in the lessons do not make build sufficiently on the standards they have already gained and are not achieving as well as they could. The teachers encourage pupils to share their work and the plenary is often used well to share a poem or a play. The teachers in the upper end of Key Stage 2 are overly directive and do not give enough time for pupils to generalise, summarise or to reason, and pupils' spoken language is not extended.

22. Overall the teaching of other subjects is satisfactory. Teachers are secure in their knowledge and understanding of the subjects they teach and make good use of each other's expertise when preparing for lessons. Music is taught very well by class teachers and experienced music teachers. Across the school teachers make good use of the high quality relationships they have with their pupils. Praise is well targeted to encourage pupils. "R, that was speedy today.... A much better effort, you obviously followed yesterday's lesson." The better lessons encourage pupils to speculate. In one lesson a pupil offered their own views without prompting, "I think it's got rhyming words in it...". Teachers make good use of the computers to extend communication skills and develop literacy and numeracy skills. The lessons make good use of practical resources, such as maps and photographs and effective use is made of classroom assistants to support groups of pupils. The lesson time is used well although the present timetabling of assembly creates some unnecessary disruptions at the start of the school day. Across the school homework is used very well to extend the work in the class and in a range of subjects.
23. Generally the management of pupils during lessons is good. However a few lessons were not taught well. Pupils lost interest and learning was affected. Some unacceptable behaviour of pupils was not dealt with consistently and this contributed to pupils becoming inattentive. On another occasion the lesson was not sufficiently planned to teach specific skills. The lesson wandered and, again, pupils lost interest.
24. The teaching of pupils with English as an additional language is satisfactory. Plans for individual pupils focus appropriately on developing linguistic skills but at the moment the techniques used in class are not sharp enough and sufficiently paced given the limited time available. For example whilst words are carefully sounded out there was no immediate reference in the form of word cards or other building blocks to help the pupils.
25. The teaching of pupils with special educational needs is satisfactory overall. The special educational needs co-ordinator (SENCO) works in partnership with the special educational needs teacher, who supports pupils in small groups for one day a week. This teacher has a gentle and encouraging manner, which helps the pupils to gain confidence. As yet classroom teachers are not consistent in identifying specific lesson objectives aimed at raising individual pupil's attainment. A literacy consultant supports other groups of pupils, but was absent during the inspection

and therefore no judgement can be made about her contribution to the quality of teaching.

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

26. The overall quality and range of opportunities for learning are satisfactory throughout the school. In many lessons exciting and interesting activities are planned, for example, in Years 1 and 2 pupils reading a poem together are led by one pupil ringing a bell and making sound effects as they read. In another the reading of a play script was listened to with rapt attention.
27. The overall balance of the curriculum has not improved for pupils in Key Stage 2, since the last inspection. The schemes of work have not been further developed and the lack of monitoring of curriculum coverage has affected the experiences of pupils in the mixed age classes in Key Stage 2. The National Literacy and Numeracy Strategies have been implemented to guide work in English and mathematics and this has raised standards in numeracy. In other subjects the school has been waiting for the new curriculum to be published in 2000 and as a result there has been insufficient improvement and development in longer-term planning.
28. The school's main focus has rightly been on literacy and numeracy, however the amount of time allocated to English exceeds the national average substantially. Very little attention has been given to maintaining an appropriate balance in other subjects of the curriculum; as a result pupils have too few opportunities to work at geography or design and technology and control technology. Some consideration has been given to introducing the Qualifications and Curriculum Authority documents to guide planning in other subjects but as yet there is no clear school policy for using these documents consistently.
29. Provision for pupils with special educational needs, including pupils with Statements of Special Educational Need, is satisfactory overall. Satisfactory individual plans have been drawn up to meet their needs and these are reviewed regularly. However, the individual targets are very general and do not identify small measurable steps that pupils can work towards. As a result evaluations of pupils' progress towards these targets are very general and the school does not have an effective system for measuring their progress. Furthermore, teachers' shorter-term planning does not identify regularly activities that will help pupils to achieve their targets.
30. A good range of extra-curricular activities is provided for the pupils including many visitors to the school. Many visits are made to museums and galleries and recently older pupils at the end of Key Stage 2 went to camp together. A wide range of sports clubs is available for pupils and many competitive games are played against other local schools. Pupils proudly show the trophies that are sometimes won in these events in the school assemblies. There is a good range of musical clubs ranging from a robed choir to a steel band. The steel band organised themselves very well in the celebration assembly, playing enthusiastically for parents and pupils with broad grins on many faces. Similarly the choir sang with obvious enjoyment and pleasure in front of many parents.

31. The school makes good provision for personal, social and health education. A policy for this has been drawn up and some lessons take place. The behaviour policy is implemented consistently throughout the school providing a firm base for social education. The very good relationships in the school help to foster pupils' independence; there are frequent opportunities for pupils to use their initiative during the school day. Collective worship is used very well for personal development; the celebration assembly celebrates pupils' achievements in and out of school. The award of many commendations for personal attributes, for example co-operation in lessons, sets a good example for the whole school. Many aspects of personal and social education, such as sex and drugs education are covered well through other subjects.
32. Provision for pupils' spiritual, moral, social and cultural development is of very high quality and has been maintained as a strength since the last inspection. The Christian ethos of the school permeates and underpins all its work. The spiritual dimension is fostered through assemblies in which pupils are encouraged to reflect upon spiritual matters and their own beliefs. The sharing of pupils' achievements and emotional experiences make a very significant contribution to pupils' spiritual development. For example, the sadness at the leaving of a Year 6 pupil and the tears of the young footballer overcome by the realisation that he was highly respected by his peers who had chosen him as player of the season. The joyful music-making by the school's instrumentalists and the singing of the choir and whole school provide another dimension. Spirituality across the curriculum is fostered in a wide range of lessons. For example, in geography pupils study the pictures of the mountains and birds of St Lucia with awe and wonder, and in English a Year 2 child sits on the 'poet's chair' to read his work to the class and pupils reflects on what they liked about the poem.
33. The school makes very good provision for pupils' moral development and gives strong emphasis to moral values. All pupils are taught clearly the difference between right and wrong and the school has high expectations of their behaviour. These expectations are set out clearly in the document 'Working Together'. Pupils are encouraged to make responsible choices and to take responsibility for themselves, each other and the school. Good behaviour and effort are supported by an effective reward system, which celebrates pupils' achievements across many aspects of school life. Teachers set a good example to pupils. The provision for pupils' social development is also very good and reflects the ethos of the school. Strong emphasis is placed on helping pupils to set high standards of self-discipline. Teachers encourage pupils to relate positively to each other and personal relationships throughout the school are very good. There are frequent opportunities for pupils to work collaboratively with a partner or in a group and to share equipment and resources. Pupils work and play happily together and are supportive of each other. All pupils are given responsibilities to help with the smooth running of the classroom and older pupils take on additional responsibilities around the school, for instance supervising the hall doors at assembly time and operating the audio visual resources.
34. The school's provision for pupils' cultural development is good. Pupils are offered cultural and academic enrichment through learning about the ways of life, past and present, in different parts of the world. Opportunities to experience art, music and poetry deepen their cultural awareness. Music features particularly strongly and the repertoire is drawn from a range of styles and cultures. The teacher responsible for English as an additional language is instrumental in raising awareness of the need

to make the curriculum more relevant to and reflect the cultural heritage of the pupils in the school. The black dimension is being incorporated into the new schemes of work for Curriculum 2000.

35. The school has developed appropriate links with the community and other local schools, for example with the local nursery and secondary school. This is an improvement since the last inspection. Staff and children from the nursery visit the school together and there are good arrangements for pupils to visit the secondary school. The teachers from the secondary school visit Holy Trinity School and work with the pupils in Year 6. These good arrangements mean that pupils know a member of staff when they visit the secondary school later.
36. The school does not meet statutory requirements, since it does not provide opportunities for pupils in Key Stage 2 to take part in swimming. Swimming was taught at the last inspection but the school considered that too much time was taken travelling to the local pool and no longer takes the pupils. Pupils are withdrawn from lessons to good activities in music or for support for special educational needs, however there is no effective system for ensuring that pupils continue to have access to the whole curriculum. There is no checking on the impact of regular withdrawal from the same lessons or absence from physical education lessons on pupils' attainment overall.
37. *English as an additional language.* Pupils in the main are at the upper end of the levels of competency and the support they receive is satisfactory. This is an improvement since the last inspection. The school is better equipped with procedures for monitoring and tracking these pupils than at the last inspection and the present co-ordinator is showing good leadership in continued improvements for these pupils. The co-ordinator and the part-time teacher have a good understanding of the needs of these pupils and their progress is checked regularly.
38. Pupils with English as an additional language are very well integrated into lessons where much of the support is directed. They quickly build up self-esteem and achieve the same high standard in their presentation and handwriting skills as other pupils. They make good progress in reading and writing but insufficient emphasis is given to spoken English either in their programmes of work or by the class teachers. Much good work has been done to improve the awareness of staff in issues that relate to English as an additional language. There is a greater focus on the ethnic backgrounds of pupils within the curriculum. An African Caribbean publisher has been working with pupils in Key Stage 2, and in both key stages there are many positive images in the displays and books of the cultural heritage of pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Pupils' personal, social and emotional development is well monitored. The school carefully records and tracks the behaviour of pupils having special difficulties. The individual education plans for those pupils needing special help are detailed and include clear, achievable and measurable targets. There is a positive atmosphere and both teaching and non-teaching staff know the pupils well. Although support staff have had little or no formal training, with the exception of first aid, they are experienced and their interactions with the pupils reflect the caring ethos of the school. Almost all the meals supervisors also work as primary helpers or learning support assistants and they make an important contribution to the spirit of the school. Teachers and classroom assistants provide good role models for pupils.

The similar way in which they all care for and guide the behaviour of all pupils provides strong and effective support for helping them to develop. Pupils are proud of the rewards they can gain for good work and behaviour, and these also count towards team points.

40. The school achieves consistently satisfactory levels of attendance and punctuality. Good procedures are in place and registration sessions are used productively to help pupils' mental mathematics and to introduce some French or Spanish words. These sessions are calm and purposeful and provide a good start to each session.
41. The school is well aware of child protection procedures and named staff liaise effectively with the educational welfare and social services when necessary. There has been very little exclusion but when these have occurred the school has worked very closely with parents. The school ensures that the result of exclusion does not hinder learning by giving the pupil in question homework.
42. Parents of children with special educational needs are regularly invited to attend review meetings where information is shared. The SENCO communicates with parents regularly, sharing concerns and celebrating success. The pupils 'shiny books' are an effective means of keeping parents accurately informed about the level of support for their children and the progress they are making. Most parents value these books and use them to encourage their children, as well as sharing comments with the staff.
43. The diligent work of site and teaching staff ensures that the school provides a safe and secure environment. This is particularly important during the present construction of the additional classrooms. The school undertakes regular formal risk assessments regarding health and safety and the few minor health and safety issues that were reported to the headteacher during the inspection are being dealt with.
44. Assessment of pupils' attainment and progress is satisfactory and staff are committed to ensuring all pupils achieve their personal best. The recent procedures, which include the use of data, have gone some way towards addressing the previous key issue. However, the new procedures have not yet influenced planning in Key Stage 2 where little differentiation is noted for either the differing abilities or mixed age classes. The marking policy is not applied consistently across the curriculum. Marking varies from very good, where there is positive feedback and indicators for future learning, to ticks or work left unmarked. Day-to-day assessment of pupils' behaviour and personal development is very well established and a strength throughout the school. Certificates awarded monthly, at a 'Celebration Assembly', reflect the importance the school attaches to personal targets as well as to teamwork.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. There is a very good partnership with parents. Almost without exception parents agree that the school works closely with them and actively encourages them to contribute. They have opportunities to visit their children and are encouraged to take an active part in school. Celebration assemblies and open evenings are very well attended. Although not many parents come into the classroom and spend time with the pupils there is an active friends' association, and parents support the Christmas and summer fayres, which raise useful funds for the school. Two

hundred parents came to a recent meeting on the new National Numeracy Strategy. This reflects the success of the partnership between parents and school, which the recently appointed headteacher has established.

46. The quantity of information for parents is good. Parents are sent weekly newsletters that provide comprehensive information about activities going on in the school. These friendly letters underline and reinforce the ethos of the school. Parents are given termly information about the curriculum planned for their children's class. There are reading and homework diaries that are appreciated by pupils and parents alike and help parents to feel close to the work their children do and to help them where appropriate. A recent focus on mathematics involved parents through information and mathematics puzzles which they could share with their children. Other material is occasionally sent out to parents to help inform and involve them. For example a useful handwriting guide helps parents support the school's scheme of work and this makes a contribution to the good quality handwriting of all pupils.
47. Although the school prospectus is a useful document it does not include information on the national test results of the school compared with national equivalents, or attendance statistics. This was an issue noted in the previous inspection report and remains a statutory requirement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The recently appointed headteacher shows good leadership in setting high expectations of all pupils. After a year and a half of difficulties with recruitment he has established an effective team of teachers and established a positive ethos of achievement. Without exception parents who shared their views of the school with the inspectors praised the headteacher for the improvements that have been made in a short time.
49. There is a purposeful partnership with the governing body who are well informed through good quality reports from the headteacher and also regular meetings to review the progress made by subject co-ordinators. The headteacher and governing body work very closely together to ensure that the aims and ethos of the school are successfully implemented. Both governors and the headteacher are aware of the importance of long-term strategic planning although they are at an early stage of formulating such a policy. The governors are fully accountable to parents and this has strengthened the involvement of the community. The headteacher also works hard to embrace parents in the education of their children through a well-developed homework policy, regular meetings on the curriculum and a newsletter that keeps parents well informed.
50. The qualities of relationships are very good and staff are committed to their roles. Many of the subjects have been without specific leadership for some years and curriculum development and in particular regular monitoring both of teaching and standards has been inadequate. This has had an effect on the quality of teaching and learning particularly in science, which still lacks a co-ordinator. The headteacher has delegated responsibilities successfully. Development plans for most subjects, with the exception of science, have been drawn up which identify strengths and weaknesses. Adequate time has been given to co-ordinators to begin to implement these plans and this has been successful in improving numeracy teaching and the provision for pupils with English as an additional language. The co-ordination of planning in Key Stage 1 is effective but there are still weaknesses in monitoring the coverage in Key Stage 2 to ensure that skills are developed consistently. The school has recognised these weaknesses and the curriculum manager has recently attended in-service training related to these issues. Nevertheless, as yet, a clear strategy for addressing these issues is not included in the school development plan.
51. The headteacher, Key Stage 1 co-ordinator and literacy and numeracy co-ordinators have carried out some limited monitoring of teaching quality and this is planned to continue. Appropriately a teaching and learning policy and marking policy are at the centre of this monitoring but are not consistently applied. Newly qualified teachers receive good quality support from an experienced teacher.
52. The school development plan identifies the main areas for development but does not set out clearly enough when these are to be tackled and how they are to be managed. As result the school has many useful developments being undertaken with no clear management plan to monitor and evaluate their success effectively. Moreover the development plan does not give a clear picture of the costs for implementing these improvements or which are priorities.
53. Funding is used effectively, for example in reducing the class sizes for Year 6 and also to provide for additional teaching support in Key Stage 1. However, funding

has not been allocated to the different budget headings and it is not clear how associated expenditure is monitored effectively throughout the year by the senior management team and governors. The last audit (March 1999) made nine recommendations including the implementation of procedures to ensure 'best value' is obtained when purchasing goods and services. These recommendations have been met. The financial procedures of the school are secure. The large underspend of £51,352 (1999 – 2000) had been planned and set aside to finance the purchase of furniture, staffing and equipment for the new classroom currently being built. The headteacher has made a good start on analysing data and has already installed software that will help track the progress of pupils of different groups. This was an issue at the time of the last inspection that has now been addressed.

54. The SENCO provides satisfactory leadership in the school. He provides good pastoral care for all of the pupils with special educational needs in close partnership with the special educational needs teacher. The governing body supports the SENCO appropriately, and is well aware of special educational needs issues in the school. The budget for special educational needs has been used appropriately to provide effective support.
55. There are satisfactory levels of staffing and pupils in a Year 1 and 2 class benefit from an additional teacher for much of the week. Pupils also benefit from an additional literacy teacher. The additional specialist music teachers are helping raise the quality of singing and performance for all pupils. The daily administration is efficient. Resources are satisfactory. The headteacher and teachers make good use of computers to help prepare lessons and collate information on pupils' attainment. The accommodation is well maintained and provides a bright and cheerful place for children to work and play in. However the small and cramped library does not encourage pupils to develop independent research skills. There is a small area for outdoors play for the under-fives but this is not adequate to accommodate the planned growth in pupils' numbers. Classroom assistants are timetabled effectively and provide a good level of support to pupils in most classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to bring about further improvements the headteacher and governors should address the following key issues for action:
 - Introduce a scheme of work that will develop pupils' use of spoken language from the foundation stage to the end of Key Stage 2, in order that pupils' progress in this area of English can be tracked and weaknesses addressed. (Paras 4, 68)
 - Raise standards in investigative science in Key Stage 2 by ensuring that a scheme of work is fully implemented and that planning takes account of the skills pupils have already acquired. (Paras 6, 80, 82)
 - Raise the standards of higher attaining pupils in English and investigative mathematics by ensuring that teachers plan suitably challenging work for this group of pupils. (Paras 5, 10, 19, 21, 67, 72, 77)
 - Review the present use of curriculum time to ensure that enough time is given to implement the recently adopted schemes of work for information technology, geography and design and technology. (Paras 7, 8, 27, 28, 91, 95, 99, 107)
 - As assessment procedures continue to develop identify individual and group attainment targets in daily planning at Key Stage 2. (Paras 21, 44, 67)

- Improve the management of school development by; reviewing the existing management structure, setting out the targets to be achieved and the action to be taken, establishing a clear time scale, noting the implications for resourcing and staff training and showing when and how the progress is to be monitored. (Para 52)

In addition the school should give attention to the following minor issues.

- Ensure there are sufficient creative and outdoor play experiences for the under-fives. (Paras 55, 58, 63, 64)
- Improve the quality of the designated library area to make it a more welcoming area for study. (Paras 55, 70)
- Monitor the implementation of the marking policy to ensure consistency throughout the school. (Paras 44, 71)
- Provide opportunity for pupils to reach the average standard in swimming. (Paras 36, 116)
- Improve the quality of individual targets for those with special educational needs so that progress can be identified more clearly. (Para 25, 29, 38, 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	29	38	9	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	256
Number of full-time pupils eligible for free school meals	n/a	87

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	86

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.4

Unauthorised absence	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	19	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	18	15	16
	Total	37	33	35
Percentage of pupils at NC level 2 or above	School	97 (100)	87 (92)	92 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	17	19
	Girls	17	15	18
	Total	36	32	37
Percentage of pupils at NC level 2 or above	School	95 (87)	84 (89)	97 (92)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	20	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	12	12	11
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	58 (61)	58 (50)	58 (72)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	12
	Girls	13	13	13
	Total	24	22	25
Percentage of pupils at NC level 4 or above	School	67 (41)	61 (55)	69 (58)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	73
Black – African heritage	75
Black – other	50
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	2
White	52
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.3
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	125

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	620,664
Total expenditure	603,106
Expenditure per pupil	2,422
Balance brought forward from previous year	33,794
Balance carried forward to next year	51,352

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	254
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	6	0	0
My child is making good progress in school.	55	42	3	0	0
Behaviour in the school is good.	49	40	8	3	0
My child gets the right amount of work to do at home.	42	35	15	8	0
The teaching is good.	52	42	6	0	0
I am kept well informed about how my child is getting on.	45	48	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	77	20	3	0	0
The school expects my child to work hard and achieve his or her best.	78	17	2	3	0
The school works closely with parents.	57	38	2	2	2
The school is well led and managed.	55	37	2	3	3
The school is helping my child become mature and responsible.	55	40	2	2	2
The school provides an interesting range of activities outside lessons.	51	40	12	5	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Twenty five children were under five during the inspection. During their time in the reception classes a baseline assessment is carried out. The result of these assessments indicates that, overall, children attain levels broadly in line with those normally found in children under five years old, in language and literacy and mathematics. Inspection evidence found that children achieved levels above those normally expected in mathematics and below those expected in personal and social education.
58. The school now provides a satisfactory curriculum for children under five. This is now based clearly on the recommended areas of learning for children of this age and as a result children make sound progress. The school has already prepared for the introduction of Early Learning Goals in September 2000 by planning work under these headings. The school has not identified how much time should be allocated to each of the areas of learning and consequently too much time is spent on language and literacy activities and insufficient time is given to creative development. Furthermore the building work has reduced considerably the size of the outdoor play area, temporarily. This has meant the curriculum for physical development has been limited due to the lack of planned opportunities for children to play outside in well-structured activities.

Personal and social development

59. By the age of five, children's attainment is below expectations, but teaching in this area is consistently good. Children make a good start in the reception class, the welcoming atmosphere and sound admission procedures ensure that most children settle in quickly. The calm and relaxed atmosphere increases many children's confidence, they learn to concentrate at a task and to take turns fairly. There are very high expectations for children's behaviour. The teacher uses a range of good strategies to improve children's low social skills. Before children change for physical activity a range of rhymes are sung drawing all the children's attention, for example Ten Fingers. Children respond very well, singing together and ending the rhyme with ten fingers in their lap ready to hear the next instruction. Equipment is put away tidily and children at each table sit quietly before being invited to sit on the 'silent' carpet. These good routines have a positive impact on children's behaviour in lessons. Nevertheless, when children are expected to play and share together independently many of them find it very difficult to do so. They have few social skills in sharing, frequently pulling at an item they want and many shout and cry because they cannot have it. A few children are very good at sharing and are encouraged to lead the groups by example. There are plenty of opportunities throughout the day for children to practise these skills and develop independence. For example the older and higher attaining children are encouraged to sort out their own resources from the set in the middle of the table.

Language and literacy

60. By the age of five, children's attainment is in line with expectations and teaching in this area is good. In reading and writing most children achieve average standards, but in speaking and listening the majority of children attain levels below those

expected. A formal literacy hour is taught each day with good attention given to reading and spelling. Work set is of a high standard. Almost all children write their own name and a few common words independently. Many can match words in a book, and most have positive attitudes to reading. The teacher has a very good understanding of how to reach basic literacy skills, helping the children distinguish the syllables in words by clapping the rhythm of the word with them. She uses praise very effectively during lessons, rewarding children's answers with ticks in the happy box. The children's confidence grows and hands shoot up wanting to read the letters and words. Clear guidance is given to support small groups for writing letters correctly. Other children play outside independently with salt dough containing silver glitter, making a Sammy Snake in the shape of an S. The teacher provides many good opportunities for speaking and listening and consistently checks children's understanding of the formal language they hear and use in school. Overall children make good progress in all aspects of language and literacy.

Mathematics

61. By the age of five, children's attainment is above national expectations for children of this age, and teaching in mathematics is good. Some very good teaching was observed. Interesting activities are provided for the children. For example the whole class practised counting in twos by acting out a number rhyme; playing at being a teddy with two legs, a horse with four legs, an ant with six legs, a spider with eight legs and a monster with ten legs! The children had lots of opportunities to repeat the order of the pairs. The teacher skilfully guided mathematical development of the higher attaining children by asking them to predict what would come next and explain how they knew the answer. Throughout the day children sing various number rhymes to mark the end of lessons; they gain a good understanding of the number system through play. A numeracy hour is organised with group activities that encourage children to sort a set of animals into two groups in as many ways as they can. Higher attaining children add the sets together and make simple recordings by labelling diagrams. Almost all children count to 20 correctly and recognise all the numbers to ten. A majority of children add small numbers together successfully. A few say how many more will be needed to make seven or nine, and explain how they worked it out.

Knowledge and understanding of the world

62. By the age of five, children's attainment is in line with expectations and teaching in this area is good. Children have a sound introduction to computers and use a mouse to navigate through a drawing program. They use the mouse to click on icons on the screen, to change the colour of the paint and to erase the picture and start again. A few print out their pictures following simple instructions, smiling broadly with pleasure as they examine the picture that comes out of the printer. In a history lesson children talked about the way to treat artefacts that would be found in a museum before going round a toy museum that the staff had created in the classroom. There was great excitement as they looked at the old toys, though some found it difficult not to snatch from other children. This good experience was followed by children interviewing the retired lollipop lady about the toys she would have played with as a child. Many of the children asked sensible questions, and the whole interview was recorded so that the children could use it to find out about toys in the olden days.

Physical development

63. By the age of five, children's attainment is in line with expectations and teaching of physical development is good. Children take part in formal physical education lessons in the hall or the grounds. Out on the playground the teacher makes it clear what the children are going to do and gives clear instructions for improving their throwing. The children succeed in throwing the stippled balls and catching them into their chests. The continual support from the teacher explaining what to do and how to succeed ensures that children make good progress in this activity. The wide range of writing, cutting and other small activities gives children plenty of opportunities for developing control in their hands. Most cut with some accuracy, sticking pictures beginning with S in order to decorate Sammy Snake. However, the secure outdoor play area is not used fully to support their creative development. Throughout most of the day children are timetabled to take part in more formal lessons inside the reception class. Some of these lessons are too long, for example in language and literacy and mathematics, and do not leave enough time for physical activity. As a result there are too few opportunities for children to explore imaginatively through playing with a range of small and large equipment, and balancing and climbing apparatus in the outdoor play area. The range of large wheeled toys and climbing apparatus available for children in this area is of very limited quality. Currently the area is affected by the building of two new classrooms in the school and is underdeveloped as a resource to support the early years' curriculum.

Creative development

64. By the age of five children's attainment is on target to be in line with expectations, however too few observations of teaching were made to make a secure judgement. In this area of learning there is less provided for pupils. Whilst art and music are used very well to support other areas of learning they are directed by the teacher and leave little opportunity for children to explore creatively for themselves. In some lessons children are encouraged to take part in role-play activities, for example in a handwriting session children playing on the carpet acted out being the teacher, the vocabulary they used mirrored the vocabulary they hear from the teacher all the time
65. Overall resources for children under five are satisfactory with the exception of the outdoor play area and toys. Many of the resources have been made and collected by the teacher. The two classroom assistants offer good support to small groups in literacy and numeracy.

ENGLISH

66. Inspection evidence indicates that the majority of pupils in the current Year 6 are expected to achieve standards broadly in line with those expected nationally, and they have made satisfactory progress in Key Stage 2. Standards overall in English at Key Stage 2 are rising from 1999 levels and are now broadly similar to those reported in the last inspection. Pupils' performances in National Curriculum tests have been below the national trend, although indications are that this trend has been checked. Pupils enter Key Stage 1 with levels of attainment in line with national expectations, however pupils' speaking and listening skills are below those expected at age five. Pupils in Key Stage 1 make good progress.

67. The National Literacy Strategy has been implemented successfully throughout the school and the good teaching in Key Stage 1 and in Years 3 and 4 is having a strong influence on raising standards of attainment. However, teachers are still not making enough use of assessment information to plan for the different ability groups within the mixed age classes in Key Stage 2. As a result pupils in some lessons work at tasks that are too easy or too difficult. Planning does not address the specific needs of pupils with special educational needs. The activities are not planned regularly that will provide these pupils with opportunities to achieve the targets that have been identified on their individual education plans for English. This makes it difficult for the SENCO to evaluate the progress that these pupils have made. The school introduced setting for pupils in Year 6 in the autumn term 1999 to help target this group of pupils. However planning, for the two sets was the same, and did not specify how the different ability groups would be challenged or supported. The pupils were assessed regularly in preparation for national assessment, however the results of the school tests were not used to plan the next lessons so that pupils' weaknesses could be addressed. In addition to the daily literacy hour each class has additional time for English activities, for example, quiet reading, handwriting, and story time. Overall the amount of time allocated to English during each week is significantly above the national average, and has not been used effectively to raise standards of attainment in Key Stage 2.

Speaking and listening

68. In both key stages some opportunities for speaking are planned in literacy hours, for example pupils were seen planning, practising and performing poetry and plays. These good experiences give pupils confidence in speaking to a large group. Assemblies are also used to provide good opportunities for pupils to gain confidence in speaking in a formal situation, for example a few pupils act out a ceremony of medieval knighthood by reading a script to the whole school. However these good opportunities do not form part of a whole-school plan for speaking and listening. Consequently teachers do not consider what skills different groups of pupils need to develop in lessons and this limits the progress pupils make in this area. This has a particular impact on the large number of pupils for whom English is an additional language. Whilst they are developing social language at an appropriate level, there are too few opportunities for them to develop skills in formal lessons. For example many pupils in Years 3 and 4 defining the meaning of rhyming couplets, use the word *consecutive* without understanding the meaning. In a mental and oral mathematics lesson in Years 5 and 6 pupils use number cards to show they understand the concept but are not asked to explain how they reached their answers.
69. By the end of Key Stage 1 standards are broadly in line with national expectations in speaking and listening. Many pupils find it difficult to listen to their teachers or their classmates for long periods. Lessons in Key Stage 1 have been organised well so that activities change regularly, teachers focus well on explaining to pupils what they should listen for. The positive way in which pupils' behaviour is managed provides a good environment for listening. A pupil is chosen to sit on the Poet's Chair at the end of the lesson to read his work aloud to the class. The rest of the class is asked to listen to the words carefully so that at the end of the poem they can say which words they liked best and why. Consequently pupils listen carefully as the boy reads his poem proudly and are able to tell him why they like his poem. By the end of Key Stage 2 standards are broadly in line with those expected nationally for pupils of this age. In Years 3 and 4 pupils listening to performance

poetry are given good guidance for listening, they are expected to give the performing group a positive and constructive evaluation at the end of their performance. As a result they listen carefully and a few pupils make some perceptive comments at the end.

Reading

70. By the end of Key Stage 1 standards are above national expectations in reading. Pupils in Year 2 use a range of methods to work out unknown words, for example they sound out words, use clues from the pictures and from the context. Most read confidently and a few higher attaining pupils read aloud with good expression. Most pupils use alphabetical order to search an index and almost all are familiar with finding information in non-fiction texts. In a literacy hour, pupils in Years 1 and 2 read aloud together with confidence and some style. They use the rhythm of a poem well to guide their reading; getting louder and louder as they read, and then responding to the lines in the poem, read quietly at the end. By the end of Key Stage 2 pupils achieve standards that are in line with the national average in reading. During the inspection pupils in Years 5 and 6 learned the characteristics of instructional writing, they made sound progress in these lessons. Pupils in Years 3 and 4 study the rhyming patterns in poetry, learning how to recognise and use onomatopoeia, rhyming couplets and alliteration in poetry. The oldest pupils are competent in research skills, using non-fiction books confidently to find out information, however they have too few opportunities to use the school library to locate information books. The library is sited in a cramped corridor at some distance from the Key Stage 2 classrooms and does not provide a good working environment for pupils to work in. Frequently teachers gather up a range of reference books for the topics they are studying and take them into the classrooms. The resources available for reading are adequate throughout the school, though the presentation of these varies from class to class. In some classes books have a prominent position in the classroom and are well organised. In other classrooms books are located in corners where access is not easy. The quality of the books is variable, some are very well worn. Throughout the school most pupils have positive attitudes to reading, a high proportion of the pupils use public libraries regularly and many bring in their own books from home to share with staff. All the staff make good use of reading and homework diaries to communicate with parents. Clearly some parents value this and make regular comments about their children's reading experiences at home. This good partnership between parents and teachers has a positive impact on pupils' attainment in reading throughout the school.

Writing

71. By the end of Key Stage 1 pupils attain standards above national expectations in writing. They write independently with confidence, using neat handwriting most of the time. Many of the oldest pupils in Year 2 use a joined handwriting style consistently. Most pupils have a good understanding of the alphabet and simple spelling patterns. They write many commonly used words correctly and make a good guess at more complicated words. The good focus on developing these skills in the literacy hour has raised levels of attainment in writing in Key Stage 1. The analysis of pupils written work shows that pupils have had a wide range of opportunities to develop writing skills. Pupils have used writing creatively and for recording information, many write quickly completing extended pieces within the literacy hour. In both key stages pupils use word-processing software well to write, edit and save their work on the computers. By the end of Key Stage 2 pupils attain

standards that are close to those expected for pupils of this age nationally. Pupils maintain the good handwriting style in all subjects. The analysis of pupils' written work in English shows that the main focus of writing in English lessons is creative. In this area pupils achieve well, using imaginative language. Information writing is used appropriately in other subjects, for example in history pupils write long factual pieces using a neat style. However, across the whole curriculum there are too few opportunities for pupils to write evaluatively, and this limits the standards of attainment. The assessment and marking of older pupils' work does not focus sharply on what pupils need to do to improve. As a result pupils in Year 6 who were competent writers at the beginning of the year, make little progress in setting out their work, in a range of contexts, throughout the year. Pupils who find writing more difficult often do not succeed at the tasks they are set, some work is incomplete and the grammar does not improve sufficiently, because the task itself is often too difficult.

72. Teaching of English is good overall in Key Stage 1 and satisfactory in Key Stage 2. At Key Stage 1 all of the teaching observed was good and a substantial proportion was very good. In Key Stage 2 the quality of teaching varies from very good to unsatisfactory, with most teaching being satisfactory. The main characteristics of the very good teaching are lively, well-organised lessons that proceed at a brisk pace. Teachers make good use of praise, and relationships with the class are good. Consequently pupils are keen to please and work hard. There are high expectations in many lessons and in response pupils are well behaved. In Years 1 and 2 teachers, working as a team, are absolutely consistent in their positive and firm management of the lively pupils. As a result almost all the pupils pay attention to the teaching and learn how to identify rhyming words and patterns. Thoughtful discussions in other classes draw out pupils' responses, and the positive encouragement for all contributions keeps all pupils engrossed in a lively debate. Teachers are often enthusiastic, and consequently most pupils enjoy their lessons. In the best lessons the response of the pupils is outstanding. For example in Years 3 and 4 the atmosphere is electric as the teacher shows one pupil a verb which is then mimed for the rest of the class to guess. Pupils' hands shoot up and every pupil is absorbed in the activity wanting to be chosen for the next turn. Where teachers are very well organised, activities are well prepared for each table with clear instructions for the pupils; work begins straight away with no time wasted. In other classes the organisation of group work is sometimes protracted with long explanations being given to each group before work can begin. Planning is not always sufficiently detailed to guide the lesson and in some lessons there is too little time for pupils to work independently. Although lesson objectives are shared regularly with pupils sometimes these are not written simply enough for the pupils to understand exactly what they are supposed to be learning. In some lessons work lacks challenge, particularly for pupils with the potential for higher attainment.
73. There have been significant improvements in the English curriculum since the previous report. The abilities of pupils with English as an additional language are now identified and appropriately supported in lessons. The literacy hour has been implemented across the school, and the English co-ordinator has begun a programme of monitoring teaching and planning in partnership with the staff. This is at an early stage of development and has not yet identified strengths and weaknesses in the teaching and planning of English throughout the school. The school has wisely begun to use national tests for assessment in Years 3, 4 and 5 and the data from these assessments is beginning to guide the school in raising standards of attainment.

MATHEMATICS

74. Attainment has risen in Key Stage 2 since the last inspection, and inspection found that the majority of 11 year old pupils achieve average standards. This is also an improvement in the performance of last year's cohort in the 1999 national tests. Boys have been making steady gains in their performance in National Curriculum tests in the last four years, whereas girls' test results have been more erratic. There is no significant achievement beyond the expected level and this is due, in part, to pupils' repeating work they can already do and not enough challenge for more able pupils at the top end of the school. Older pupils' abilities to reason mathematically are below expectation. The lower attaining pupils benefited from the decision to set Year 6 pupils for mathematics in the two terms prior to the national tests. These pupils made good gains on their previous achievements as a result of more focussed teaching.
75. Inspection found that standards at the end of Key Stage 1 are average. The standards achieved in number are often above average and pupils build well on their earlier skills. Pupils with special educational needs and English as an additional language are appropriately supported and make satisfactory progress throughout the school.
76. By the age of seven pupils have a good grasp of number concepts. They use addition and subtraction facts successfully when calculating mentally, solving problems and when working with money. Pupils interpret 'number stories' and choose the appropriate operation to record the 'story' in number sentences using the plus, minus and equals signs. Pupils are developing efficient calculation strategies for solving problems mentally and developing their understanding of addition and subtraction as inverse operations. They use these and their knowledge of place value to add to two-digit numbers. Pupils describe and extend number sequences, counting on or back in steps of two, three, five and ten, often without reference to number tracks or grids. They estimate and use both standard and non-standard metric units of measure in the context of length and weight. Many pupils have a satisfactory knowledge of time and are able to read the time to the hour, half-hour and quarter hour on an analogue clock. More able pupils can solve simple problems relating to time in the context of 'How long?'. Pupils sort two and three-dimensional shapes and are beginning to recognise their properties. They understand that information can be organised in a tally chart or in a block graph.
77. Progress towards the standards expected of 11 year olds is good overall in Key Stage 2. Many pupils in Year 5 and 6 have gaps in some basic concepts that have been established at an earlier stage. This is not always recognised by teachers in their planning and progress is erratic. For example in a lesson using co-ordinates a significant number of pupils could not read two figure co-ordinates accurately and this frustrated the ability of more able pupils to develop a strategy for the game. In another lesson in Year 5 and 6 the planning did not adequately take account of the higher attaining pupils' ability to measure angles accurately and they were not challenged effectively in the lesson. Pupils still do not get enough opportunities to explore and explain strategies or carry out investigations, despite the improvement in teaching brought about by the introduction of the National Numeracy Strategy.
78. By the end of Year 6 pupils have a satisfactory understanding of the four operations of number, which they are able to apply in different contexts. They use standard

written methods when solving problems. For example, pupils use long multiplication methods when multiplying three-digit by two-digit numbers. The majority of pupils understand percentage as the number of parts in every hundred, express simple fractions as percentages and calculate percentages of small whole number quantities accurately. They use the formula for finding the area of rectangles and apply it when finding the area of compound shapes that can be split into rectangles. More able pupils can apply the appropriate formula for finding the area of triangles. Pupils recognise reflective symmetry in two-dimensional shapes although some have difficulty sketching the reflection of a shape in a mirror line when the edges of the shape are not necessarily parallel or perpendicular to the mirror line. They know that there are 180 degrees in a triangle and most identify right, acute and obtuse angles. Pupils have experience of recording data on bar and line graphs and are beginning to interpret the information but this aspect of mathematics has not been covered as extensively as might be expected.

79. The quality of teaching is satisfactory overall. There was only one unsatisfactory lesson seen. In Key Stage 1 teaching is good and often very good, and this is an improvement since the last inspection. Teachers have adapted their teaching well to the model of the National Numeracy Strategy. In Key Stage 1 teachers make good use of the mental arithmetic part of the lesson to develop pupils' understanding and skills of mathematical reasoning. Pupils in a Key Stage 1 class were discussing their strategies for adding two-digit numbers in their head and this helped them develop their mathematical reasoning. This is less well developed in the upper years of Key Stage 2 where not enough use is made of open-ended questioning. Another area that is less secure in the older classes is the use of this time to assess the progress of individuals or the whole class. Across the school teachers revisit early skills effectively and make use of examples to teach new concepts. They involve pupils in exploring example problems to promote understanding. The monitoring of pupils' work is generally satisfactory enabling teachers to intervene and give appropriate support. The teacher in a Year 4 and 5 class quickly noticed that not all pupils had fully grasped how to plot a point on a grid when one of the co-ordinates was zero, and went back to this aspect with the whole class. Teachers' management of pupils is good. Pupils have a positive attitude towards their work in mathematics and teachers encourage this by encouraging pupils to work together. Relationships between teachers and pupils and pupils themselves are very good. Teachers respond positively to pupils' efforts and ideas helping pupils to become more confident learners. For example, in the Years 3 and 4 lesson to develop pupils' understanding of the relationship between millimetres and centimetres the teacher demonstrated with a counting stick.
80. Assessment procedures in mathematics are developing. The school has begun to use standardised tests to monitor pupils' progress and attainment. Analysis of the results is in the very early stages and in previous years no analysis to identify strengths and weaknesses and inform planning has taken place. This accounts for the underachievement of some more able pupils. The introduction of mathematics logs is helping teachers keep a track of pupils' progress and provides them with the information to plan future work. Pupils' work is marked regularly but does not give sufficient guidance to show pupils how they might improve their work. Pupils have some opportunities to use their mathematics in other subjects of the curriculum such as science, design and technology and information technology. For example Year 3 and 4 pupils accurately measure and cut wood to make the frame for their balloon powered buggies. Planning for these opportunities is not as good as was reported

at the last inspection. Pupils are set regular homework and this complements their class work.

81. The co-ordinator has worked hard to implement the National Numeracy Strategy in a short time and this is helping to raise standards. Good training and support has been given to the staff including a good range of teaching and learning resources.

SCIENCE

82. At the end of Key Stage 1 pupils achieve average standards, which is similar to the last inspection. At the end of Key Stage 2 pupils' attainment is below average. They have satisfactory subject knowledge but these pupils have experienced gaps in developing their investigation skills as a result of staff changes and a lack of continuity in subject co-ordination. Pupils in Years 5 and 6 are still not provided with enough opportunities to undertake scientific research and the foundation laid in earlier years is not built upon.
83. By the end of Key Stage 1, pupils have a good scientific knowledge. Pupils in Year 1 were well challenged to make simple circuits and they confidently describe how they could turn the lamp off or on. They went on to explain how electricity is produced in power stations and travels to our homes through wires across pylons. By the end of Key Stage 2 pupils' knowledge is sound. Pupils identify and explain the function of the major organs of the circulatory system. Pupils in a Year 4 and 5 class working on the force of gravity where one pupil explained the outcome of an experiment by saying, "The weight is different but the force of gravity around it is the same so they both land at the same time". However older pupils are unsure of how they could make a test fair and which variables they may wish to change to test out their hypotheses. Their explanation of what the evidence tells them is uncertain and they do not approach explanations logically. Their scientific vocabulary is limited.
84. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers are following successfully a strategy drawn from the teaching of literacy and numeracy and this is helping raise the achievements of pupils. In particular teachers make it clear to pupils what it is they are learning and are clear about the language that is to be developed. Where teaching is good it is characterised by clear explanations and a brisk pace. For example in a Year 4 and 5 class the children were reminded to "Do this quickly" and "Remember - a force is a movement in a particular direction". Pupils respond well in these circumstances. For example Year 1 pupils were obviously thrilled at their success in lighting the bulb - repeating the process again and again. Good teaching is also characterised by thorough preparation. For example for the work on circuits the teacher was observed testing every piece of equipment the evening before. All children throughout both key stages work well and co-operatively and this is a major influence on their learning. A teacher reminded the children "Today I want you to experiment - find things out - help each other - work together as a team". A child in a Year 5 and 6 class on seeing his friend make a mistake in cutting out the shape of a liver said "Never mind, I'll do another".
85. Many lessons in Key Stage 2 are over directed giving pupils little opportunity to pose questions and test hypotheses. The scrutiny of work in Key Stage 2 on insulators gave little evidence to show how much each individual had contributed to the experiment or what they had learnt that might be different from their peers. Consequently, outcomes are very similar, the difference between high and low

attaining pupils being the amount of recording completed and the quality of the presentation. Apart from a teacher scribing for some children with special educational needs no separate provision for this group of pupils was seen.

86. There is no subject co-ordinator, although an appointment is soon to be made. As a consequence teachers receive little guidance and support to improve their teaching of investigative science and in particular develop strategies that will encourage pupils to organise their own experiments systematically and communicate their findings in a scientific manner. The school is still without a whole-school scheme of work.

ART

87. Standards in art throughout the school exceed national expectations and the school has built well on the standards at the last inspection. All pupils, including those with special educational needs, make good progress especially with regard to painting, printmaking, drawing and collage. Pupils speak with enthusiasm about their achievements whether these are carefully mounted drawings, prints or paintings in their notebooks. Pupils in a Year 4 and 5 class successfully completed homework to a high standard. A variety of plans, drawings, sketches and first hand observations receive a constructive, positive comment from the teacher who obviously values the effort of the pupils. Pupils are proud of their notebooks in which they keep a selection of carefully mounted work reflecting a range of materials and stimuli.
88. Work is planned well and pupils' work reflects a range of skills, processes and techniques although there are few specific references to meeting the needs of children with special educational needs. In Key Stage 1 pupils work imaginatively with charcoal and chalk. They observe closely the trees around the school and use these images as the basis for good sketches that show form and movement. They use a marble technique to produce bright book covers and draw carefully their own silhouettes. In Key Stage 2 pupils make vibrant collages using textured paper and fabrics, thoughtfully mix colours to reflect texture and mood, experiment in printing techniques and shade and paint in the style of Van Gogh and others.
89. The subject makes a good contribution to their appreciation of other cultures and provides a good opportunity for them to work collaboratively. In the one lesson observed teaching was satisfactory. The Year 5 and 6 pupils worked well together on a variety of activities.
90. The art policy is a clear succinct document written two years ago. The new art co-ordinator and Key Stage 1 co-ordinator work closely together and are currently revising the school's display policy to increase the involvement of pupils in selecting and mounting work and to increase the number of interactive displays around the school. The contents of pupils' portfolios are also being revised to ensure that they reflect both the progress pupils have made and the range of work covered. A scheme of work has been written and applied.

DESIGN AND TECHNOLOGY

91. Few design and technology lessons took place during the inspection. Analysis of pupils' work in Key Stage 1 indicates that these pupils are making satisfactory progress in lessons and standards are as expected. Standards of work seen in Key

Stage 2 indicate that standards broadly meet expectations. Pupils have few opportunities for both design and making and progress is unsatisfactory.

92. Pupils in Key Stage 1 learn how to cut, shape and join materials together using different methods of fixing, They work well with an appropriate range of materials including, wood and food. Pupils have designed and made containers for carrying popcorn. The activity was challenging and pupils were limited to a piece of paper and 20 centimetres of sellotape. Pupils drew on their own experiences of popcorn containers and the majority designed a conical shape container with handles for carrying. A range of questions, such as 'Which will hold the most?' and 'Which do you think would be the easiest to carry?' had been prepared by teachers to help pupils evaluate their finished products.
93. Two design and technology lessons were seen in Key Stage 2. In one class pupils work independently following a commercial design brief to make a balloon powered buggy. They follow the instructions carefully and are able to use tools such as saws and glue guns and a range of materials such as plastics and wood to make the prototype. Pupils describe how they measured and joined the pieces of wood to make the frame. They understand how the project links to their work on forces in science. On completion pupils tested the buggies and all successfully manage to propel the buggy forwards using only the balloon power. These pupils enjoy the task and work hard demonstrating perseverance in the face of difficulties. They work carefully in a confined space without hindering each other and share equipment sensibly. The other class focuses on evaluating packaging but pupils show little interest in the activity. The teacher does not maintain the interest of pupils and weak management of the class causes pupils to become inattentive and they do not apply themselves to the task.
94. The activities seen were well planned and link well to pupils' learning in science and mathematics. Worksheets to support the evaluation of packaging were carefully constructed to match the needs of the different ability groups within the class and enable all pupils to achieve appropriately. Pupils making the buggies were well supported by a learning support assistant. The recently appointed co-ordinator is acting in a caretaker role. She has carried out an audit of what is taking place in design and technology across the school. Although there is a long-term curriculum map this is not followed strictly and year-on-year progression of skills, knowledge and understanding cannot be guaranteed. The school plans to review the present curriculum and update planning to meet the requirements of Curriculum 2000.

GEOGRAPHY

95. The standards seen in Key Stage 1 are broadly as expected but those at Key Stage 2 are below. There has been a decline in standards at Key Stage 2 since the last inspection. In the main this is due to the lack of regular geography lessons and a lack of development in the pupils' skills. For example older pupils are still plotting the location of features on a map using 2 figure references and using arbitrary terms such as 'further away' rather than scale to explain distances between objects. Their studies largely reflect facts about places rather than developing geographical interpretation. This is partly due to the pupils' lack of vocabulary but also a lack of emphasis in the present scheme of work.
96. Pupils in Year 2 reach a satisfactory standard and make satisfactory progress from the skills they gain in reception as under fives. They produce plans of the school grounds, with higher attaining pupils representing objects such as the tree and the

sunshades as their plan view. This is giving pupils a good idea of how symbols are used. During work on their three-dimensional models the pupils position objects such as benches and tables correctly and show a secure understanding of the relationship between the different features. Higher attaining pupils recognise which are natural features, such as the trees and the gardens and also say how the different areas are used. This builds well from the plans of pupils' journeys into the local high street or their visit to the park. They describe a plan view as, "You have to look down and see on top of the thing".

97. The pupils in Key Stage 2 have benefited greatly from lessons with a Caribbean author who guided them in a study of the different cultural backgrounds represented in the school. They have deepened their understanding of how countries in the world are linked through the movement of people.
98. The teaching is satisfactory overall. A lesson in Key stage 1 was well planned and good use was made of photographs of objects taken from different positions to illustrate a plan view. One lesson in Key Stage 2 however lacked a clear focus on what skills were to be taught. The lesson was not well planned and many of the questions did not encourage discussion and no skills were taught. As a consequence many pupils had difficulty locating the features which the teacher wished them to compare.
99. The development of geography has been affected by the lack of co-ordination and insufficient time to adequately develop pupils' geographical skills. The recently appointed co-ordinator is developing the subject to incorporate more world studies, as this will match the needs of the pupils in the school. She recognises that much of the work is activity focussed rather than skills focussed. For example "To study map of Tulse Hill", or "Make a relief map using clay, work in small groups". A draft scheme of work is ready for introduction in September based around national guidance.

HISTORY

100. Judgements are based on the few lessons seen, on discussion with pupils and teachers, and on analysis of pupils' work and displays. Overall pupils achieve standards that meet expectations. Older and higher attaining pupils are below expectation in their ability to use information to justify an opinion or explain the impact of events on people's lives. Teaching is satisfactory across the school. Particularly good emphasis is placed on visits to obtain information.
101. In Key Stage 2 the work and lessons seen indicate that pupils are acquiring a sound knowledge of the historical topics studied. Less well developed is the ability to understand the impact of events or to explain historical developments. The quality of pupils' written work is good and they communicate their knowledge well when writing about life in ancient Egypt. The work is always very well presented. This is an improvement since the last inspection. Pupils in Years 3 and 4 recall their knowledge of features of life in the stone age and Anglo-Saxons times. They place the Egyptians era in the correct chronological context.
102. Pupils are interested and inquisitive about the past. Their attitudes to history are positive and many show a keen interest in finding out about how people lived in the past. The regular visits to museums and local places of historical interest, such as the Ragged School, help to motivate pupils. Pupils are developing their

understanding and enquiry skills satisfactorily and a good range of sources are used. Older pupils use information books, maps, pictures and visits to museum to obtain information about the Victorians but find it difficult to make use of this information to justify or expand on their chosen character during a role play. Teachers' planning does not emphasise the impact of historical events on people's lives and not enough opportunity is given to higher attaining pupils to develop their evaluative skills. The teaching of history makes a satisfactory contribution to the development and use of pupils' literacy skills and the development of writing and spelling.

103. The history co-ordinator has a good overview of what is taking place across the school and has identified key areas for development. Whilst coverage of the scheme of work is broadly satisfactory insufficient attention is given to the impact of history on the lives of people. The content of the topics covered takes too little account of the cultural background of the majority of the school's pupils. The co-ordinator is developing a new history scheme of work that incorporates the black dimension and is more relevant to the pupils. The lack of artefacts identified in the previous inspection report has still to be addressed.

INFORMATION TECHNOLOGY

104. Pupils achieve standards in information communication technology that are in line with expectations. Pupils' achievements in control technology are below expectation at the end of Key Stage 2.
105. Pupils in Key Stage 1 edit and print independently. They use programs to support their written work and make use of a dictionary to check words. Pupils work confidently creating shapes and pictures using the mouse to draw /select and change the colour and also erase the picture. These children print out their own work.
106. Pupils in Key Stage 2 use word-processing programs confidently. They are familiar with the associated language 'font, delete, save, scroll'. In a mathematics lesson Year 5 and 6 pupils follow instructions to draw angles. In the same class pupils use the Internet, on a site chosen by the teacher, to research the digestive system. In a Year 3 and 4 literacy lesson the teacher referred to the layout of a published poem and related it to centralising text on a computer. The children understood the point and later confirmed that they were familiar with the procedure when word processing.
107. Teaching is at least satisfactory. Teachers plan many opportunities for pupils to consolidate and apply recently taught skills in mathematics, English, science and art lessons. These are well organised within the lessons and pupils work well together. However there is little planned work to extend pupils' experiences in control technology, despite a very detailed and useful locally published scheme to guide planning. The co-ordinator is aware of this weakness and this will be addressed. All staff have been booked onto new opportunities fund training to improve their knowledge and understanding. They receive good support in the use of equipment to develop pupils' communication skills.
108. The quality and quantity of the hardware have improved since the last inspection and pupils also have regular access to the Internet for research.

MUSIC

109. The Key Stage 1 and Key Stage 2 singing lessons were observed during the inspection. Pupils make good progress across the school in the development of their singing skills and the singing is above expectations. The high standards have been maintained. There was insufficient evidence to be able to make a judgement about standards and progress in other aspects of music. Throughout the school pupils know a good range of songs, some of which are performed with actions. The majority sing with enjoyment and confidence. The singing of the whole school in assemblies is good and demonstrates the confidence pupils have in performance skills. The singing of the choir is of a very high standard of pupils of this age. Pupils have benefited from the opportunities to sing in the parish church and at Trinity Hospice. They have also sung in Southwark Cathedral and are currently involved in the 'Composing for Kids' music project.
110. The teaching is very good. Activities are chosen well to match the different abilities and good use is made of songs from the various cultural backgrounds. By the end of Key Stage 1 pupils are able to keep a steady beat when performing actions to accompany their singing. When singing they carefully follow the shape of the melody and they match their voices accurately to an appropriate range of pitches. Children are developing their listening skills well in singing games.
111. By the end of Key Stage 2 pupils sing in two parts, confidently maintaining two independent melodic lines. Their singing is rhythmic and melodic. They accompany their singing with rhythmic body percussion. Pupils have opportunities to develop their skills of leadership and build simple vocal compositions by directing the group in a re-arrangement of phrases in simple songs, such as '1,2,3,4,5'. Pupils are enthusiastic and willingly offer to lead activities, such as the singing game 'Lemonade'. They listen attentively to the teacher and carefully follow her directions. Their very good effort and concentration have a significant impact on their learning and each activity was improved upon during the lesson. Pupils' response to music is very good, as demonstrated by the very good uptake of instrumental lessons and extra-curricular activities offered by the school. They organise themselves well when rehearsing on the steel pans during lunchtimes.
112. The music curriculum is enriched by the excellent opportunities available to all pupils to play musical instruments or take part in the choir. This makes an important contribution to the personal development of pupils. Instrumentalists have the opportunity to further their skills in the school orchestra. The school is involved in projects with professional organisations, such as the London Sinfonietta. The music co-ordinator has a very good knowledge and understanding of the music curriculum. Management of the many musical activities is very good. The co-ordinator has already develop a good partnership with the music specialist and they are working together to create a structured scheme of work to fulfil the requirements of curriculum 2000.

PHYSICAL EDUCATION

113. By the end of Key Stage 1 standards in physical education are as expected. There were insufficient lessons seen to give a judgement on the quality of teaching. The pupils are given clear instructions about which elements of their movements to improve on and they work hard to follow these. During one lesson they balanced steadily on one leg, sometimes with two balance points. Many of the pupils understood how they could interpret their emotions through music and movement.

114. By the end of Key Stage 2 the standards seen during physical education are as expected. The teaching is satisfactory overall. Pupils respond quickly to throwing a ball around a circle, varying the weight of their passes and very nearly all collect the pass. The regular daily activity for pupils in Years 5 and 6 has improved pupils' skills as well as the awareness of the benefits of regular physical activity. The daily lessons are challenging and pupils are confident skipping in pairs and competing against their personal best. The children achieve a good standard when compared with that usually observed amongst children of this age. They enjoy the regular activity and the majority are fit. This time is used efficiently and supplements their regular lessons. Other pupils have less time tabled physical education lessons and do not develop a wide range of games and athletic skills.
115. Standards in dance seen in Year 4 were above those expected as a consequence of good teaching. Pupils complimented each other's movements moving at different paces and varying shapes. The pupils maintained the rhythm of the piece and this was greatly helped by keeping the music to a few bars. This helped to keep it short bearing in mind the attention span of the pupils. The sporting theme was clear and well performed in front of the class. The well-managed lessons allow pupils to concentrate and listen to each other.
116. Swimming is not taught and many of the older pupils do not swim the 25 metres and many lack confidence in the water. The school has been concerned that there is insufficient time in the school week to give to swimming. Whilst the co-ordinator has revised the scheme of work in line with recent national guidance the allocation of time to the subject has not yet been resolved.

RELIGIOUS EDUCATION

117. Reported separately by a Section 23 inspector.