

# INSPECTION REPORT

**Sunnyhill Primary School**

London

LEA area: Lambeth

Unique Reference Number: 100585

Headteacher: Mrs Annie Clews

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Reporting inspector: Mr John Messer  
15477

Dates of inspection: 1-5 November 1999

Under OFSTED contract number: 706529

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior Community School

Type of control: County

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Sunnyhill Road  
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Appropriate authority: The governing body

Name of chair of governors: Mrs Susanna Daus

Date of previous inspection: 15-21 March 1996

## **INFORMATION ABOUT THE INSPECTION TEAM**

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
John Messer, RgI	Art	Attainment and progress
Margaret Morrissey, Lay Inspector	English as an additional language Equal opportunities	Teaching Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Curriculum and assessment
Eileen Chadwick	Science Design and technology Geography Under fives	
Michael Raven	Mathematics Information technology Special educational needs	Leadership and management
Brian Fletcher	Music	Pupils' spiritual, moral, social and cultural development Efficiency
James Howard	Physical education Religious education Swimming English History	Staffing, accommodation and learning resources

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## MAIN FINDINGS

### What the school does well

- The new headteacher provides very strong and effective leadership.
- Relationships between pupils are excellent and there is an exceptionally high degree of racial harmony. This promotes sound progress.
- Pupils are well behaved and have positive attitudes towards learning.
- Provision for the high proportion of pupils who have English as an additional language is good in the nursery and in Key Stage 2 and these pupils make good progress in acquiring English speaking skills.
- The National Literacy Strategy and the National Numeracy Strategy have been introduced successfully and are having a positive effect on standards.
- The school's capacity to improve is good.

### Where the school has weaknesses

- I. Many of the recommendations of the last inspection report have not been tackled effectively.
- II. Most of the teaching in the nursery is unsatisfactory and often it is poor.
- III. The standards which pupils attain in information technology, in the investigative aspects of science and in religious education are too low.
- IV. The roles and responsibilities of learning support assistants are underdeveloped and so pupils with special educational needs do not receive the support they need to make satisfactory progress.
- V. Pupils' progress is not tracked systematically and procedures to assess progress and attainment are unsatisfactory.
- VI. Most curriculum co-ordinators do not monitor and evaluate the quality of curriculum provision effectively.
- VII. Curricular planning does not provide an adequate balance nor does it ensure sufficient progression in pupils' learning.
- VIII. Provision for pupils' spiritual development is inadequate.
- IX. Higher attaining pupils are not always provided with sufficiently challenging activities.
- X. Support for pupils who have English as an additional language is inadequate in Key Stage 1.

Although the school has made considerable improvements, particularly over the past two months, it still has many weaknesses which affect the standard of education that pupils receive. The weaknesses identified will form the basis of the governors' action plan, which will be sent to all parents or carers of pupils at the school.

· **How the school has improved since the last inspection**

There have been improvements since the last inspection but the school still has many weaknesses. Standards have improved significantly in English, mathematics and science but standards are still not high enough in the investigative aspects of science and in English. By the time pupils leave the school at the end of Year 6, standards in information technology and religious education are below those expected of eleven year olds and the statutory requirements for teaching these subjects are still not met. Assessment of pupils' attainments is still inconsistent and is not used effectively to inform lesson planning so that tasks can be matched to individual learning needs. There are still no systematic procedures to monitor and evaluate the quality of teaching to promote greater consistency. The quality of teaching has improved significantly. At the time of the last inspection over a third of teaching was unsatisfactory; the proportion of unsatisfactory teaching has now halved. The quality of teaching in the nursery has declined and is now mostly unsatisfactory. In liaison with the local education authority, the school has set targets for 2002 in English, mathematics and science to help pupils to do better in the National Curriculum tests but these are unrealistically low at Key Stage 2; they have already been met in English and exceeded in mathematics and science. The governing body now has a clearer strategic view of how to raise standards and the roles of governors have been enhanced. The new headteacher and the governing body have a strong determination to improve the quality of education provided and the school is well placed to make further improvements.



**Standards in subjects**

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

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

This information shows that, while standards are below average in English when compared with all schools, standards are above average when compared with schools which have pupils from similar social backgrounds. Standards in mathematics are average when compared with all schools and well above average when compared with similar schools. Standards in science are below average when compared with all schools and average when compared with similar schools. Inspection findings show that pupils' ability to set up scientific investigations independently is weak. By the time they leave the school at the age of eleven, pupils' competence in information technology is below national expectations and in religious education pupils do not achieve the standards expected in the Locally Agreed Syllabus. Good work was seen in art, music and in physical education but work in design and technology and geography is weak. Pupils in the nursery do well in their personal, social and physical development but not in the other areas of learning specified in national guidance.

**Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	unsatisfactory	satisfactory	satisfactory
Mathematics	unsatisfactory	good	satisfactory
Science		unsatisfactory	unsatisfactory
Information technology		unsatisfactory	unsatisfactory
Religious education		unsatisfactory	unsatisfactory
Other subjects	unsatisfactory	satisfactory	satisfactory

Teaching is at least satisfactory in 85 per cent of lessons. In 12 per cent it is very good but it is unsatisfactory in 15 percent of lessons. The quality of teaching is mostly unsatisfactory or poor in the nursery. In both Key Stage 1 and Key Stage 2 the quality of teaching is mostly sound but varies between excellent and unsatisfactory.

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

**Other aspects of the school**

Aspect	Comment
Behaviour	Good. Pupils work and play happily together.
Attendance	Satisfactory but many pupils arrive late.

Ethos*	Good. Pupils are keen to learn and eager to please. The school is committed to improving standards. Relationships between the pupils are excellent and relationships among staff are generally good.
Leadership and management	Sound overall. The headteacher gives very strong leadership. The roles and responsibilities of curriculum co-ordinators in monitoring and evaluating curriculum provision are unsatisfactory. Governors are becoming more closely associated with the school and the governing body works together effectively.
Pupils with special educational needs	Provision is unsatisfactory because the teaching support staff working in classrooms are often ineffective and require more training.
Curriculum	Unsatisfactory. Poor planning for the under fives. Information technology does not effectively support teaching and learning. Religious education is not taught according to the Locally Agreed Syllabus. There is insufficient emphasis on the investigative aspects of science. Assessment of pupils' progress is inconsistent.
Spiritual, moral, social & cultural development	Satisfactory overall. Good provision is made for pupils' moral and social development. Provision for cultural development is satisfactory but there is inadequate provision for spiritual development.
Staffing, resources and accommodation	Satisfactory overall but learning support assistants are not always deployed effectively and arrangements for the professional development of staff are inadequate.
Value for money	The school provides satisfactory value for money.

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

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

### **What most parents like about the school**

- XI. Improved information about what is taught.
- XII. The school ethos, especially the standards of behaviour and good manners that are taught.
- XIII. The introduction of a special 'Golden Time' for pupils.
- XIV. The new spirit of openness.

### **What some parents are not happy about**

- XV. Insufficient resources – especially books.
- XVI. School reports computer generated and
- XVII. Pupils arrive late and this causes some
- XVIII. Homework is not set consistently.

Inspectors agree with parents' positive views. Inspection evidence shows that there is an adequate supply of books. Lateness is a problem which the school strives to deal with. Inspectors agree that homework is not set consistently.

## **KEY ISSUES FOR ACTION**

In order to improve standards the headteacher, staff and governing body should :-

- **Raise standards in investigative science, information technology and religious education by:**
    - ensuring that skills, knowledge and understanding in investigative science, information technology and religious education are taught systematically and progressively;
    - monitoring and evaluating pupils' progress in order to identify weaknesses;
    - using computers to support teaching and learning;
    - improving teachers' knowledge and understanding of how to teach these subjects effectively.
- (paragraphs 18, 20, 39, 40, 109, 122, 123, 128, 132)

- **Improve the quality and consistency of teaching by:**
  - introducing clear criteria against which the quality of teaching can be evaluated;
  - monitoring and evaluating the quality of teaching in order to identify weaknesses and make improvements.

(paragraphs 31, 34, 71)
  
- **As a matter of urgency improve the quality of provision in the nursery by:**
  - restructuring the classes so that they provide a rich, stimulating learning environment in which all the areas of learning specified in national guidance are taught effectively;
  - improving the knowledge and understanding of all who work in the nursery about how to teach young children effectively;
  - raising expectations of pupils' performance;
  - introducing effective co-ordination of the early years curriculum.

(paragraphs 30, 31, 38, 87, 94, 95, 97)
  
- **Improve provision for pupils with special education needs and for higher attaining pupils by:**
  - including details of provision for these pupils in daily lesson plans;
  - introducing short term targets which are shared with pupils.

(paragraphs 18, 20, 39, 41)
  
- **Improve provision for pupils with English as an additional language in Key Stage 1 by introducing specialist guidance and support.**

(paragraphs 18, 37, 43, 72, 102)
  
- **Ensure that the teaching support staff who work in classrooms are deployed effectively and that their time is used efficiently.**

(paragraphs 36, 79, 102, 104)
  
- **Develop the roles of curriculum co-ordinators so that they are enabled to monitor and evaluate the quality of provision in their areas of responsibility across the school.**

(paragraphs 71, 134, 154)
  
- **Develop curricular planning to ensure that pupils receive a balanced curriculum and that plans promote greater progression in learning.**

(paragraphs 30, 38, 44, 128, 130)
  
- **Introduce procedures to assess pupils' attainment and progress through the stages of the National Curriculum and in their personal development.**

(paragraphs 42, 46, 109, 128)
  
- In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:
  - Reading, writing and speaking skills are not taught systematically and the library is under-used. (paragraphs 12, 18, 84, 89, 102, 108, 109)
  - There is insufficient emphasis on promoting pupils' spiritual development. (paragraph 49)
  - The collective act of worship does not always meet legal requirements. (paragraph 49)
  - The rich ethnic diversity in the community is not sufficiently celebrated. (paragraph 52)
  - The governors' annual report to parents does not include all the information which it should. (paragraph 70)

- The National Curriculum Programmes of Study are not taught fully. (paragraphs 39,74)

## - INTRODUCTION

### - Characteristics of the school

1. This large primary school, which is situated in Streatham in South London, admits boys and girls aged between three and eleven years old. There are currently 413 full time pupils on roll. There is an almost equal number of boys and girls and they are taught in fourteen classes in the main school. Seventeen children in the reception classes are under five years old and there are a further 75 children who are under five in the nursery unit. The younger children in the nursery attend on a part-time basis, either in the morning or in the afternoon, and an older group attends full time before moving into the main school in January. The school admits children into the reception classes from its own nursery and from other nursery classes and pre-school playgroups and follows the local education authority's admissions policy for reception children. When the number of requests for places exceeds the number of places at the school, criteria for admission include whether new entrants have brothers or sisters in the school, how close they live to the school and whether there are any strong medical or social grounds for admission. Most pupils live in close proximity to the school and come from supportive homes. A significant minority of parents are employed in professional occupations and many pupils come from high social class homes.
2. There are a very high number of pupils who enter and leave the school part way through each key stage. A significant number are refugees and asylum seekers. A significant number arrive at the school with no prior notice, usually with no understanding of how to speak English and often with little or no prior schooling. There are currently 195 pupils, 47 per cent of the school, for whom English is an additional language. Forty four different languages are spoken by pupils in the school. A significant number of pupils live in temporary accommodation or sheltered housing and pupils often leave the school with no notice given that they might be going to leave. The proximity of the Indian High Commission contributes to the high levels of mobility experienced by pupils. Currently five pupils have Statements of Special Educational Need and the school has identified a further 130 pupils who are currently on the register of special educational needs because they need some extra learning support. The proportion of full-time pupils currently on the special educational needs register, 33 per cent, is well above the national average.
3. Attainment on entry to the school is well below average. The transient nature of the school population means that there are many different points of entry. The limited English speaking skills among new entrants contributes to this assessment of attainment on entry. Many pupils are articulate and have well developed social skills but most have restricted speaking development and limited social skills. Around 51 per cent of pupils have been identified as being entitled to free school meals, which is much higher than the national average. Nearly a half of pupils are from ethnic minority backgrounds. The composition of the school has changed little since the last inspection. Pupils leave the school at the end of Year 6 when nearly all transfer to local secondary schools.
4. The school's prime aim is to secure the development of the whole child in a caring, friendly environment where all individuals are valued and helped to achieve their full potential. It seeks to achieve this aim by:-
  - Providing a quality education where effort and achievement will be valued and high achievement encouraged.
  - Providing a broad and balanced curriculum which incorporates the National Curriculum.
  - Creating a stable and secure environment, to build confidence and facilitate learning.
  - Promoting respect for the values of the multi-ethnic and multi-cultural community of the school.
  - Promoting equal opportunities, whether it be related to race, gender, social background or physical ability.
  - Developing strong partnerships between home and school, encouraging parents to take an active role

in their children's education.

- Instilling self-assurance, self-discipline, polite behaviour and respect for other people.
- Developing the children's social skills.
- Preparing each child for the next phase in education.

1 The school's main curricular aims, as described in the last School Development Plan, are to introduce and implement the National Literacy Strategy, to introduce the National Numeracy Strategy, to set targets for each class and for each child in numeracy, reading and writing to develop a homework policy and to introduce the National Grid for Learning. A new School Development Plan is currently evolving and the school is examining priorities for the current year and beyond. In liaison with the local education authority, targets have been set in English, mathematics and science for the year 2002 which aim to ensure that in the National Curriculum tests for eleven year olds 67 per cent of pupils attain at least Level 4 in English and 65 per cent in mathematics and science. The school is reviewing these targets in the light of the 1999 National Curriculum test results.

5 **Key indicators**

2 **Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	32	28	60

6	<b>National Curriculum Test/Task</b>	Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	21	20	23
	Girls	21	20	20
	Total	42	40	43
Percentage at NC Level 2 or above	School	70 (61)	67 (63)	72 (69)
	National	82 (80)	83 (81)	87 (84)

6	<b>Teacher Assessments</b>	Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	21	22
	Girls	15	21	24
	Total	38	42	46
Percentage at NC Level 2 or above	School	70 (65)	70 (60)	72 (72)
	National	82 (81)	86 (85)	87 (86)

.....

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

### 3 **Attainment at Key Stage 2<sup>2</sup>**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	27	31	58

7	<b>National Curriculum Test</b>	English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	14	20	18
	Girls	18	22	20
	Total	32	42	38
Percentage at NC Level 4 or above	School	55 (46)	74 (56)	67 (53)
	National	70 (65)	69 (59)	78 (69)

7	<b>Teacher Assessments</b>	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	21	18
	Girls	17	23	22
	Total	31	44	40
Percentage at NC Level 4 or above	School	53 (54)	76 (51)	69 (71)
	National	68 (65)	69 (65)	75 (72)

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

8 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.6
	Absence	National comparative data	0.5

8

9 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	3
	Permanent	1

10 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	12
	Satisfactory or better	85
	Less than satisfactory	15

## 10 PART A: ASPECTS OF THE SCHOOL

### 10 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### 10 Attainment and progress

- 4 By the time they are five years old most children have attained the nationally defined Desirable Learning Outcomes in personal, social, physical and creative development as well as in mathematics. In language and literacy and in their knowledge and understanding of the world children do not achieve the learning outcomes specified in national guidance for five year olds. Most children enter the school with achievements which are well below average and it would, therefore, appear that the under fives make good progress if they attain the expected standard in most areas of learning by the time they are due to commence National Curriculum studies. Progress for the under fives is not, however, consistent. In the nursery they do not make satisfactory progress in most areas of learning. In the nursery children make satisfactory progress in personal, social and physical development but progress is unsatisfactory in language and literacy, mathematics, creative development and their knowledge and understanding of the world. In the reception classes, however, progress for the under fives is good in language and literacy and in mathematics; it is sound in personal, social, physical and creative development but unsatisfactory in the development of knowledge and understanding of the world. Overall, then, the under fives make generally sound progress.
- 5 In both the nursery and the reception classes pupils listen avidly to stories but their early speaking skills are not developed systematically. Many children enjoy books and even the youngest understand that print carries meaning. In the nursery classes children associate sounds with letters and in the reception classes they recognise familiar letters in their reading books and recognise their own names as well as some familiar words. Many are able to use the pictures in books to help them understand the story. By the age of five most children attain standards in reading which are in line with national expectations but writing and speaking skills are less well developed. Children enjoy play writing and understand that writing words is a means of communication but by the age of five many are unable to write their names accurately with appropriate use of upper and lower case letters. Many children have difficulty in describing objects and events in the classroom due to limited vocabulary and few use imaginative language in role play. In mathematics children describe the relative size of the spoons, bowls and furniture in the house of the three bears and can continue patterns, such as circle, triangle, square, circle, triangle, square. By the age of five most are confident in using numbers to ten and they are familiar with larger numbers from everyday life. They are beginning to play co-operatively and can control their feelings. They treat living things and property with care and concern and were upset when a dead bird was found on the school field. They are beginning to question and show an interest in the wider world but by the age of five few have the knowledge generally expected of five year olds. Children move confidently with control and co-ordination. They leap off the climbing apparatus without knocking others over. They handle pencils, scissors and brushes carefully and with control. They enjoy painting and drawing and make good models of houses from reclaimed materials.
- 6 There are two methods of working out the school's test and assessment results: one gives points for all pupils who took the tests, which is described in this report as the school's overall performance, and the other gives the proportion of pupils who reach the national target of Level 2 at Key Stage 1 and the national target of Level 4 at Key Stage 2.
- 7 In the National Curriculum tests and assessments for seven year olds in 1999, pupils' overall performance when compared with all schools was well below average in reading and in writing; in mathematics it was below average. When compared with schools which have pupils from similar backgrounds, however, pupils' overall attainment was average in reading and writing and above average in mathematics. The proportion of pupils who attained the national target of Level 2 in reading, writing, mathematics and science was well below national averages. The proportion of pupils who attained the higher Level 3 standard in reading was average but in writing, mathematics and science the proportion who attained Level 3 was above the national average. When compared with similar schools



the proportion who attained Level 2 was average in reading and below average in writing, mathematics and science; the proportion who attained the higher Level 3 standard was above average in reading and well above average in writing, mathematics and science. Inspection findings largely reflect the test results: by the end of Key Stage 1, pupils attain standards which are below expectations in speaking, reading, writing and science, though standards in mathematics are now in line with national expectations of seven year olds. Inspection findings show that pupils with earlier birthdays in the academic year achieve higher standards in the National Curriculum tests than those with birthdays which occur later in the year. This is partly because the older pupils spend longer in the reception classes.

- 8 In the National Curriculum tests for eleven year olds in 1999, pupils' overall performance in English was below average when compared with all schools nationally and above average when compared with schools with pupils from similar social backgrounds. In mathematics the school's results were average when compared with all schools and well above average when compared with similar schools. In science results were below average when compared with all schools and average when compared with similar schools. In all three subjects at both key stages these results were better than those achieved in 1998 and much better than those achieved at the time of the last inspection.
- 9 In the National Curriculum tests in 1999, the proportion of pupils who attained at least the national target of Level 4 in English was well below average when compared with all schools. When compared with schools which have pupils from similar backgrounds, however, pupils' attainment was average in English. The proportion of pupils who attained the higher Level 5 standard in English was average when compared with all schools and above average when compared with similar schools. The proportion who attained at least Level 4 in mathematics was average when compared with all schools and well above average when compared with similar schools. The proportion of pupils who attained the higher Level 5 standard in mathematics was average when compared with all schools and above average when compared with similar schools. In science the proportion of pupils who attained at least Level 4 was below average when compared with all schools and average when compared with similar schools. There was a steep decline in results in mathematics and science in 1998, which was against the trend of steady improvement which had previously been established. Until the upturn in 1999, the trend in English had been downward. The group of pupils who took the tests in 1998 comprised a higher proportion of lower attaining pupils than usual and this accounted in part for the dip in results. Inspection findings largely reflect the 1999 test results and, by the time they leave the school at the end of Key Stage 2, most pupils attain standards in mathematics which are in line with national expectations of eleven year olds, though standards in English and science are below the standard expected.
- 10 There are a significant number of pupils who enter and leave the school part way through the primary phase of their schooling. The cohort of Year 6 pupils who left the school last July, for example, was very different from the group who had entered the reception classes seven years earlier. In the course of those seven years a minority of these pupils remained in the school from reception through to Year 6. This transient element in the school's population makes it very difficult to compare pupils' attainment at Year 2 with that of the same cohort at Year 6 because the composition of the cohort has changed significantly. This high level of mobility, which is more marked in Key Stage 2, adversely affects the school's test results, impedes rates of progress and reduces levels of attainment because the movement into and out of the school upsets the continuity of education which pupils receive.
- 11 Progress overall is mostly sound in both key stages, though within this overall picture there are considerable variations. Progress is better in Key stage 2 than in Key Stage 1. In Key Stage 1 progress is good in a fifth of lessons and unsatisfactory in a fifth. In Key Stage 2 progress is good in two fifths of lessons and unsatisfactory in a tenth. Progress in music is good in both key stages. Progress in English, art and history is sound in both key stages. Progress in mathematics is good in Key Stage 1 and sound in Key Stage 2 and in physical education progress is sound in Key Stage 1 and good in Key Stage 2. Progress in developing speaking skills is uneven and there is no whole school programme for developing speaking skills systematically. In both key stages progress is unsatisfactory in science, information technology, religious education, design and technology and geography. In science there is insufficient emphasis on the key skills of being able to make predictions, measure quantities, select suitable equipment, set up experiments and draw conclusions. The under development of these key elements

adversely affects progress in the other strands of the subject. Pupils for whom English is an additional language make good progress in the nursery and Key Stage 2 but progress is unsatisfactory in Key Stage 1 due partly to the lack of specialist support. Pupils with special educational needs make unsatisfactory progress overall. They make good progress when they are supported in small groups, both within classes and when withdrawn for extra help provided by the specialist teacher and the special educational needs co-ordinator, but where they work within classes and are helped by teaching support staff they are not given enough help and they do not make sufficient progress. There is no discernible difference between the progress of boys and girls.

- 12 The National Literacy Strategy promotes sound progress. Lessons are well planned and structured so that pupils are able to make progress in steady stages, moving from one element of language, such as alphabetical order, to working with dictionaries, thesauruses and using glossaries and indexes. They develop a sound understanding of how to use books for finding out information. Pupils use these skills well in other areas of the curriculum, such as when finding out about the Indus Valley in geography and when finding out about the Tudors in history. They use their reading and writing skills well when comparing life in Anglo Saxon times with life today and when conducting a survey of Streatham High Street when considering how the local environment might be improved.
- 13 Progress in mathematics is good in Key Stage 1 and sound in Key Stage 2. The National Numeracy Strategy is beginning to have a positive impact on the quality of pupils' learning. Pupils rise to the challenges presented in the introductory mental arithmetic sessions and make good progress in the quick recall of number facts. Pupils have too few opportunities to use their numerical skills in other areas of the curriculum, such as recording data in science and using skills of accurate measuring in design and technology. Progress accelerates where tasks are carefully matched to pupils' varying stages of development. Work is often not adapted to meet the needs of higher attaining pupils and this results in insufficient challenge and unsatisfactory progress. Information technology is not used effectively to support pupils' learning and to promote progress and computers are too often not in use. Progress is better than at the time of the last inspection, though the variability reported in 1996 remains. There is a strong determination by the headteacher, governors and curriculum co-ordinators, many of whom are newly in post, to improve attainment and progress. This determination is generally coupled with a clear vision of how to make improvements in provision so the school has a good capacity for further improvement.

## 20 **Attitudes, behaviour and personal development**

- 14 Since the last inspection the school has maintained and enhanced the harmonious atmosphere and good behaviour. Relationships between pupils and with adults continue to be a strength. There are still limited opportunities for pupils to take responsibility and develop as independent learners.
- 15 The children under five are eager to learn and have good relationships. However, children do not have sufficient opportunities to take responsibility and make decisions for themselves. Their personal development is restricted where too little scope for problem solving is given. Children behave well and observe classroom routines sensibly.
- 16 Throughout the school pupils have good attitudes to learning. They are interested in and enjoy their work. In lessons they are attentive to their teacher; they are keen to answer questions and respond confidently. They are polite and courteous to each other. When working alone or in a group they persevere with the tasks given and the majority concentrate well.
- 17 Both outside and inside the school pupils' behaviour is good. However, there are some isolated incidents of boisterous behaviour in the playground at break and lunchtimes. Pupils understand the school rules and code of conduct fully and in general follow them well. No instances of bullying were observed or reported during the inspection and pupils do not regard bullying as a major issue in the school; parents say any issues of bullying are now dealt with sensitively and effectively. There has been one permanent

exclusion in the last year. The headteacher reports that the exclusion rate is falling.

- 18 Pupils' personal development is good. Pupils, including those with special educational needs and those with English as an additional language, are interested and eager to take part in the lessons. The pupils work well together in pairs and in groups, especially in Literacy and Numeracy Hours. They respect the views of others in their group and the older children are beginning to argue their own point of view sensibly.
- 19 Relationships within the school are good. Teachers and pupils relate well to one another and the friendly relaxed manner is built on a basis of mutual respect. Pupils also relate well among themselves. Pupils generally listen to and respect each other's views and opinions and are keen to help and support one another. There is an unusual and exciting social, cultural and ethnic mix and racial harmony is of a high order. All pupils are willing to take responsibility and a number do so within the classroom and in 'Golden Time', a special time when pupils are permitted to have some choice over the activities they pursue. Older pupils help prepare assemblies and all pupils are involved in some charity fund raising. Last year the Marie Curie Foundation visited the school and pupils raised funds for the charity after the visit. Opportunities for taking responsibility are few and this is in the process of being developed with planning for a School Council.
- 20 Pupils with special educational needs have generally satisfactory attitudes to learning. Their attitudes are particularly positive when they are well supported in their learning, as for example in a science lesson in Year 3; here pupils with special educational needs were given help from the special educational needs co-ordinator to complete the tasks set. They worked quietly and attentively and showed high levels of respect for the teacher and for the co-ordinator. They were keen to learn and eager to please. Where support is ineffective, pupils lose interest in the lesson and waste time. This occurred, for example, in a mathematics lesson in Year 1, where pupils with special educational needs were unsure of what to do and the teaching support assistant was unsure of how best to help them.

27

## 27 Attendance

- 21 Attendance is in line with the national average for a similar school; since the last inspection there has been an improvement in the attendance rate.
- 22 The majority of pupils arrive at school punctually; however, there are a significantly large number of pupils who arrive late. This is having a detrimental effect on all pupils' education, as there are continual interruptions to lessons. All lateness is now being monitored and this will be used to make improvements.

## 29 QUALITY OF EDUCATION PROVIDED

### 29 Teaching

1. Overall the quality of teaching for the under fives is satisfactory in most lessons but there are wide variations. There is a high proportion of unsatisfactory and poor teaching in the nursery but the quality of teaching for the under fives in the reception classes is mostly good. The teaching of the physical areas of learning and personal and social development are sound in the nursery but the teaching of language and literacy, mathematics, the creative area of learning, and knowledge and understanding of the world are unsatisfactory because they are not taught with sufficient focus on the specific skills to be learned by each group of children. Opportunities are missed in the nursery to develop language and the learning environment is underdeveloped. In the reception classes good opportunities are provided to develop speaking skills and a wider understanding of language.

2. Teaching for the under fives is at least sound in most areas of learning in the reception classes and it is very good in well over a half of lessons but the teaching of knowledge and understanding of the world is unsatisfactory. A well-organised learning environment has been established with a wide range of purposeful activities. The experiences and activities provided are rooted in a sound understanding of how young children learn. Lesson planning for the under fives is variable and there is no common format. In the reception classes, clear learning objectives are identified but in the nursery the plans indicate what the children will do rather than what they are expected to learn. Appropriate resources are provided to support the activities and the environment is enhanced by good displays of children's work. Initial assessments, carried out in the nursery soon after children enter school, are not used effectively to match tasks to pupils' prior attainment. Informal assessments are made about the children's progress and the staff develop a satisfactory knowledge of each individual. In the reception classes the baseline assessments of pupils' attainments are completed efficiently and the results are used well to plan further learning, particularly in literacy and numeracy. A good range of teaching styles is used with strong emphasis on first-hand experiences, which motivates most children well and holds their interest, though in the nursery the groups which are not the focus of the teacher or nursery nurse's attention lack appropriate challenge and sometimes wander aimlessly. This impedes the progress which they could be making. Children are usually managed appropriately and discipline is fair, friendly and unobtrusive, enabling them to feel secure. A small minority of children present challenging behaviour and this is generally managed well. In several respects standards have been maintained since the last inspection, though aspects of the nursery provision are not as successful as reported in the past. Activities are not always stimulating and there is a lack of imaginative, inspired teaching. The curriculum policy documents for the early years lack sufficient guidance on how best to develop effective learning environments in all the nationally recommended areas of learning for the under fives.
3. Across the school, the quality of teaching is at least sound in 85 per cent of lessons; it is good or better in 42 per cent of lessons and it is very good in 12 per cent. Teaching is unsatisfactory in fifteen per cent of lessons. The quality of teaching has improved since the last inspection, when there was more than twice as much unsatisfactory teaching. Teachers now have higher expectations of pupils and they now adopt a wider range of teaching strategies. The planning structures which have been adopted as part of the introduction of the National Literacy and Numeracy Strategies have helped to develop greater pace in lessons. There are still weaknesses, however, in matching tasks to pupils' particular stages of development. Teachers' lesson plans do not always include details of how pupils with special educational needs and those with English as an additional language will be supported nor how the highest attaining pupils will be appropriately challenged. Plans do not build on assessments of pupils' previous learning. The headteacher has started to monitor teaching by some direct classroom observation and this has helped to raise standards but there is no teaching and learning policy which defines the criteria against which the quality of teaching can be measured. Whilst there have been significant improvements in the quality of teaching since the last inspection, the lack of a policy which gives clear guidance on teaching constrains the school's capacity for further improvement.
4. In Key Stage 1, teaching is good in mathematics, unsatisfactory in information technology, science, design and technology and geography and sound in all other subjects where lessons were observed. In Key Stage 2, teaching is good in music and physical education, unsatisfactory in science, information technology, design and technology and geography and sound in all other subjects where lessons were observed. Teaching in the lessons seen in religious education was satisfactory but overall teaching is unsatisfactory because it is not taught regularly in all classes. Teaching in Key Stage 1 is at least sound in 83 per cent of lessons; it is good or better in 34 per cent of lessons and it is very good in 7 per cent but it is unsatisfactory in 17 per cent of lessons. Teaching in Key Stage 2 is at least sound in 93 per cent of lessons; it is good or better in 44 per cent and in eight per cent it is very good; it is unsatisfactory in seven per cent.
5. Teaching in English is based on the planning format which accompanies the National Literacy Strategy and this is used well to teach specific skills in a progressive way. Where pupils are grouped in sets according to their particular stages of development, teaching is more readily focused on pupils' specific learning needs. This happens in Year 6 and promotes good progress. Reading, writing and speaking skills are not taught systematically throughout the school and this restricts the progress which pupils

might make. In mathematics, teaching is better in Key Stage 1 than in Key Stage 2 because in Key Stage 1 teachers are more successful in matching tasks to pupils' particular stages of development, presenting appropriately challenging tasks and ensuring that lessons proceed at a brisk pace. Examples of exceptionally good teaching was seen occasionally in mathematics in Key Stage 2. Here lessons had been carefully prepared and explanations were particularly clear with key points given due emphasis. Pupils were left in no doubt about exactly what was expected of them. Planning was meticulous and included exactly how tasks would be adapted to meet the learning needs of all pupils. Two pupils who presented extremely challenging behaviour were managed very well. A brisk introduction challenged pupils to discover the pattern when 4 was added to 16, 26, 116, 256 and the main activity, which challenged pupils to find the axes of symmetry in different types of triangle, concluded with a good review session where pupils considered whether they had in fact learned all the material which they had been expected to learn. Great interest was generated and pupils rose to the challenges set for each group.

The higher attaining pupils quickly understood how to draw all the axes of symmetry for each type of triangle whilst lower attaining pupils folded cut out shapes to indicate the axes. Several pupils considered the meaning of 'scalene' and one was motivated to find out the definition and derivation at home and share it with the class on the following day. In many classes, however, there are weaknesses in short-term lesson planning. Planning is mostly consistent in English and mathematics but there are inconsistencies in other subjects where there is sometimes undue emphasis on what it is expected that pupils will do rather than what they are expected to learn. In science it is unsatisfactory because expectations of pupils' performance are too low and insufficient opportunities are provided for pupils to develop experimental and investigative skills. As these key skills underpin other aspects of the subject, pupils lack of expertise restricts their overall progress. Computers are not used sufficiently to support teaching and learning in other areas of the curriculum. The teaching of information technology is unsatisfactory because skills are not taught systematically and teachers have insufficient knowledge of the subject. Teaching in religious education is unsatisfactory because it is not taught regularly in all classes. Throughout the school high expectations of pupils' performance enhances the quality of teaching, as occurred in several lessons in most subjects, but expectations are not consistently high across the school. Time is generally used well but certain resources, particularly the computers and the school library, are under-used. Teachers mark pupils work carefully and the best marking indicates how pupils might improve their work. Homework is not set consistently in all classes but where it is set regularly, as in reading, teaching is complemented and progress is enhanced.

6. Throughout the school relationships between pupils and teachers are good. Teachers have a sound knowledge and understanding of most of the subjects they teach though in several areas, such as information technology, there is some lack of confidence. The Literacy Hour is taught satisfactorily. There has been a satisfactory programme of in-service training to assist teachers to introduce the National Literacy Strategy and the National Numeracy Strategy successfully but there has been little professional development in other areas. Teachers generally plan carefully and lessons are well prepared. The best lesson plans are detailed and include explicit learning intentions, precise details of how work will be matched to pupils' varying stages of development and an exact outline of the procedures designed to evaluate pupils' progress. Pupils are usually managed well but in several lessons in both key stages unsatisfactory management of behaviour restricts progress. Control deteriorates where introductory sessions are over-long and where lessons lack pace and challenge. Where learning intentions are shared with pupils, as occurred consistently in a few classes, pupils gained a greater understanding of what was expected of them. In several classes there is too much emphasis on the teacher imparting knowledge and too little on pupils being more closely involved with their own learning. This restricts pupils' opportunities to experiment and to use their initiative.
7. Teachers are generally aware of the specific difficulties and needs of pupils with special educational needs. There is some good matching of tasks to particular needs as, for example, in mathematics where the National Numeracy Strategy offers good guidance. In many lessons, however, tasks are not well matched to the needs of pupils with special educational needs. The help offered by teaching support assistants is inadequate because often they do not understand their role in the lesson and lack appropriate training and expertise. Individual Education Plans vary greatly in their usefulness. Those written more recently feature clear and specific targets to guide teachers in their work and help assess the progress made by pupils. Many Individual Education Plans have targets which are too general; for example, some feature targets such as 'to improve his spelling'. These do not provide an adequate basis to plan work for pupils.

8. Teaching for pupils for whom English is an additional language is good in the nursery and Key Stage 2 classes but it is unsatisfactory in Key Stage 1 due to the lack of specialist support. Some excellent teaching was seen in a Year 6 literacy set where a large group of pupils were studying biographies of Nelson Mandela as well as his autobiography. Here relationships were excellent and high levels of enthusiasm and interest were generated. The teacher used excellent questioning strategies to involve all pupils in responding and to present appropriate challenge for all. The lesson was meticulously planned and carefully structured to ensure a brisk pace. Progress in this series of lessons was very good.

### 37. **The curriculum and assessment**

9. Curriculum planning for children under the age of five is unsatisfactory. Planning for the Areas of Learning is unsatisfactory apart from in Reception, where planning for language and literacy and mathematical development is good. In the Nursery planning is poor in both classes and the curriculum provided for the full time children in the oldest nursery class repeats many of the tasks provided for the younger children. Assessment is weak in the Nursery, except for children with English as an additional language. Assessment in Reception is good and is successfully used to plan work for children in language and literacy and mathematical development. This leads to children's overall good progress in language and literacy and mathematical development in Reception. The provision for children of similar age, within the same year grouping, is very unequal in Nursery and Reception, especially in language and literacy and mathematical development. This is unsatisfactory.
10. The school offers a narrow curriculum. Whilst it encourages satisfactory progress in English and good progress in mathematics, progress in the other core subjects of science, information technology and religious education is unsatisfactory. The curriculum encourages pupils' good progress in their personal and social development. There is a strong emphasis on the core subjects of English and mathematics but time allocations result in unsatisfactory progress in other subjects. Too little time is devoted to religious education and information technology. Within science very little time is devoted to developing pupils' investigative and practical skills, which causes pupils to underachieve in their ability to plan and make their own experiments. The school does not meet the requirements for teaching the agreed syllabus in religious education. Time for design and technology and geography is low, which leads to pupils' unsatisfactory progress.
11. Curricular planning is supported by satisfactory schemes of work for English and mathematics. The school has welcomed the introduction of the Literacy and Numeracy Hours and is successfully implementing these daily. Literacy and numeracy are taught for the required time each day and a strong factor in their implementation is the consistent planning and implementation in all classes throughout the school. Systems to ensure similar provision between different classes within the same year are satisfactory. Schemes of work are satisfactory in other subjects except science, art and geography. In science, the scheme does not support teachers in planning for investigative science and plans for knowledge do not help teachers to plan for different attainment levels. In art, planning for three-dimensional work is unsatisfactory.
12. The half-termly planning and weekly planning is unsatisfactory overall. It is satisfactory in English and mathematics, where pupils are carefully allocated to ability groups and plans show how teachers will match work to pupils' previous attainment. However, in science and all other subjects, teachers' plans do not show planning for the range of attainment. This often causes higher attainers to underachieve. Teachers' plans do not show how they will teach in a range of teaching styles, which include instruction, questioning and problem solving on the part of the pupils.
13. The school has made satisfactory progress in addressing the key issue from the last inspection of providing a policy on sex education and has also addressed weaknesses identified in health education in the main report. Sex education is taught within science and is supported by visits from the school nurse. The school does not have a policy for personal and social education and circle time is not established in

each class.

14. The curriculum is available to all pupils and there is an appropriate policy for equal opportunities. However, this is not met in practice for pupils with special educational needs. Pupils' achievements are not carefully assessed or monitored. The support teacher for English as an additional language works well with teachers to provide coherent experiences. However, teachers' daily planning for meeting the needs of pupils with special educational needs and bilingual pupils is unsatisfactory. This affects the consistency of pupils' progress within the curriculum. Whilst specialist support for pupils with English as an additional language and special educational needs is well planned, this is not continued in all lessons.
15. Planning for pupils to read and write for a wide range of purposes is satisfactory in English but unsatisfactory in science and geography. The purposes for writing are narrow and too much work is copied from the board in science. There are no plans within subjects for how lower attainers' literacy needs will be met in science. Planning for pupils to apply their numeracy to science, design and technology and geography is unsatisfactory. The application of information technology to other subjects is also unsatisfactory.
16. There are good extra-curricular activities in music but there is a very limited range of extra-curricular clubs in sport. The 'Trojans' after school club, run by a private organisation, provides good opportunities for homework, craft, chess, swimming, and many other valuable activities including martial arts and drama.
17. The school's assessment arrangements are unsatisfactory. The school uses the Qualifications, Curriculum and Assessment Authority's tests in Years 3, 4 and 5 in English and mathematics. However, all other assessment is weak and its use to plan for the range of attainment is also weak. Teachers often have inadequate subject knowledge in subjects such as science and information technology and, as a result, do not understand how to use the levels of attainment. Recording of assessments is unsatisfactory. The school has made poor progress in addressing the key issue regarding unsatisfactory assessment procedures raised at the time of the last inspection.
18. Most support for pupils with special educational needs is appropriately given in classes, alongside their peers. Pupils are helped to have access to the full curriculum and are supported by the learning support teacher and the special educational needs co-ordinator, for instance, in science and design and technology, as well as in literacy and numeracy. There is some appropriate use of withdrawal from class when individual pupils' needs make this necessary. Pupils with special educational needs have equal access with their peers to the range of extra-curricular activities offered by the 'Trojans'. Regular reviews of pupils' progress are carried out at appropriate intervals and there are good measures to involve both parents or carers and external agencies, such as the educational psychologist and the school doctor.

#### **47. Pupils' spiritual, moral, social and cultural development**

19. The provision for pupils' spiritual, moral, social and cultural development is good, overall. The school has maintained the good provision for moral and social development seen during the last inspection. Moral and social development is a strong feature of the school.
20. The provision for pupils' spiritual development is unsatisfactory, primarily because the programme for religious education is incomplete and some pupils do not receive their entitlement. Assemblies lack coherence and a planned theme, although the assembly on Diwali was well done and included a good contribution from the pupils. Even then the spiritual aspects were not sufficiently emphasised and the time for reflection in all assemblies is too short and lacks confident direction. The pupils have too little time and opportunity to be still and to think. Consequently, assemblies do not constitute an act of worship, which is a similar finding to that of the last report. There are too few opportunities for spiritual

development in other areas of the curriculum, although there was a genuine sense of wonder in one assembly where water was boiled to leave a sediment of salt behind. Altogether the approach to spiritual development is too cautious and the wide range of pupils' beliefs is not explored.

21. Conversely, the provision for pupils' moral development is consistently good. The headteacher and the deputy headteacher have worked in a sustained and positive way to improve the behaviour of the pupils. Clear, unequivocal guidelines have been set and boundaries established. There are simple classroom rules, which pupils respect. 'Golden Time' reinforces good behaviour. Rewards and sanctions are clearly marked out and pupils understand and appreciate them. The school is an honest, fair and friendly place. All adults set a good example of the positive behaviour that they expect of the pupils. Pupils understand the difference between right and wrong and by the time they reach the end of Year 6 many pupils have internalised a strong moral code. In Year 6 during 'Circle Time', a special time for the class to reflect, this was dramatically and movingly exemplified. Pupils, through discussion and understanding of the other pupils' points of view, reached an amicable resolution of a dispute which ended with hand shakes all round.
22. The provision for social development is good with several very good features. The atmosphere of international understanding and racial harmony is exemplary. Relationships between pupils are very good. Adults in the school are good role models and are well respected by pupils. The school encourages and promotes the acceptance of pupils with special educational needs and they are well integrated and accepted by all. Pupils who originate from all over the world get on well in an environment of tolerance and mutual respect. Many pupils arrive at the school during the course of a year. Some are traumatised by previous experiences. They are all welcomed generously by their peers and settle in very well. There is less provision for personal responsibility and the willingness of older pupils to accept more adult roles is not consistently exploited. It is clear from 'Circle Time' in year 6 that pupils are prepared to accept responsibility but too few opportunities are provided. The school is soon to have a pupils' council which it is hoped will work with the very supportive Parents' Association on a shared agenda for school improvement.
23. The school makes sound provision to develop pupils' cultural awareness. Pupils visit the Royal Festival Hall and the National Portrait Gallery. Story tellers from a range of cultural and social backgrounds visit the school. During Book Week, Sunnyhill pupils 'took to the streets' and caused quite a local stir! Multi-cultural provision is more tentative and less well developed. For example, there are few displays of pupils' work around the school which mirror the school's rich cultural diversity. The excellent Language Fair is a notable and imaginative exception. Here pupils for whom English is an additional language teach their language to others through their traditional games or activities which they devise to teach simple vocabulary and everyday phrases. This does much to value the linguistic skills of such pupils and heighten self esteem. Pupils also listen to music from all parts of the world and in the inspection week alone they heard and made music from Africa and South America. The school is well placed to make improvements in provision and to exploit fully the potential contributions of parents and pupils.

## **52. Support, guidance and pupils' welfare**

24. Provision for the support, guidance and welfare of pupils is satisfactory. Although the last inspection found reports, policies and procedures to provide support for pupils, these are not in evidence. There are good relationships between pupils and teachers and between pupils and other pupils. Teachers provide good role models for pupils to follow. This has a positive impact on pupils' welfare and personal development.
25. The special educational needs co-ordinator has put in place a very good new system for identifying pupils with special educational needs and tracking their progress. This involves the regular screening of all classes and interviews with class teachers, at which concerns about the progress of pupils are raised and considered. Individual Education Plans sometimes helpfully include behavioural issues and targets.



26. Pupils under five receive sound support and are encouraged to develop increasing confidence in their social relationships.
27. There is some guidance provided for pupils to support their academic progress. This is beginning to happen through the draft Early Years and Key Stage 1 Policy. Some target setting is happening effectively in mathematics. Annual reports give aims for improvement; parents feel this is good but often too late for some pupils to benefit from. Through good quality marking and informally in lessons pupils understand the system used to mark work and appreciate the rewards given in line with the marking policy to encourage further achievement. Pupils are confident to ask for help and are equally confident they will receive it.
28. Pupils' pastoral care and general welfare is well provided for. Pupils are happy and secure in the knowledge they can seek help and support from all teachers and any problems will be treated with care, kindness and sensitivity. This gives pupils confidence to concentrate on their lesson and play a full part in the life of the school.
29. There is a school policy in place to promote attendance. The school is not assured that the policy is working effectively to encourage good attendance for all pupils and will be consulting with governors and parents to address this and amend the policy. The registers are marked in accordance with the Department for Employment and Education guidelines. The school meets all statutory requirements. Parents are informed of the requirements relating to pupils' attendance and absence and many respond well.
30. There are good measures to promote discipline and good behaviour; even though the policy has only been in place for a few weeks staff and pupils are fully aware of the expectations and procedures to maintain a well-behaved school and the response is effective. The policy has also been shared with governors and parents. Pupils feel safe and secure from any bullying or harassment. Parents say that issues are now quickly and sensitively dealt with and that the improvement in behaviour management strategies is benefiting pupils' education. All issues of serious misbehaviour, which may result in fixed term or permanent exclusion, are well documented and are dealt with speedily to the pupils' best possible advantage. The school has good systems for monitoring and evaluating strategies to control and improve pupils' behaviour.
31. Child protection procedures are correctly addressed; however, a policy has to be agreed by the governing body. A number of support agencies working closely with the school provide very good support. Staff are informed on procedures for child protection and follow them closely.
32. Pupils' health and safety awareness is promoted effectively through the curriculum. Procedures to ensure safety in subjects are good: pupils are well informed, understand and follow safety rules in all subjects and around the school generally.
33. Health and safety provision in the school is good. There is a policy monitored by governors. There is no official record of risk assessment, although the previous headteacher has told the present headteacher this has been done. No health and safety issues were seen during the inspection. There are three trained first-aiders in the school. All members of staff, including lunchtime helpers, are aware of procedures and follow them closely. The school has good relationships with a range of outside agencies. These links make a good contribution to the support, welfare and guidance provided for pupils.
34. There is good provision for the consumption of food and the dining hall provides clean comfortable surroundings for eating. The headteacher monitors all health and safety issues and keeps a constant check on the school. The school environment is well cared for by the premises officer, the staff and the pupils. There is no litter or graffiti.

### **63. Partnership with parents and the community**

35. Since the last inspection the school has continued to maintain its links with parents and the community. The quality of written information for parents and the series of meetings to which parents are invited by the school are strengthening the partnership between the school and parents. The school prospectus is clear and easy to read but lacks information on the curriculum. School reports are satisfactory, though parents do not like the computer generated format. Parents are well informed of their children's progress. Regular letters and newsletters keep parents informed of pastoral and social events. Parents receive the term's curriculum plans with a section explaining how they can support their children's work; this is a good example of the improvements. Parents feel the information they receive is improving. Parents' written comments and contributions at the parents' meeting before the inspection all testify to improved information and involvement since September.
36. Parents were particularly pleased with the 'Golden Time' that offers a range of activities and opportunities for personal choice. Parents of pupils with special educational needs are kept informed of their children's progress; they are involved in all reviews, and in some cases are encouraged to come into school to work alongside teaching assistants and class teachers.
37. Parents are given some opportunities for involvement in their children's learning mostly through homework. They are now also invited into school as helpers. At the present time only a small number are taking the opportunity offered. Parents were very involved in the Book Week events and were part of the school fancy dress book parade to the local library. Language week was also well supported by parents and this provided a good opportunity for sharing others' languages and cultures. The Parent Teachers Association raises considerable funds, organises social functions and give support to school events and functions, which is greatly appreciated by the staff of the school.
38. The school has some links with the community and uses the local and wider community to support pupils' learning and personal development. Community links include contacts with a children's clothes shop where pupils sing carols at Christmas and with a bookseller who gives prizes for competitions. Other support comes from the Police Liaison Officer and a visiting author. One parent governor is currently working on plans for the school's Centenary Year in 2001.
39. There are few links with receiving schools, although a number of the schools send in brochures for parents and pupils. There are considerable difficulties in finding secondary places for pupils in the area; twelve pupils had still not found a school at the beginning of September. Pupils contribute each year to a different charity; last year it was the Marie Curie Foundation. Teachers meet with parents and sometimes the special educational needs co-ordinator before pupils are placed on the special educational needs register. Parents are starting to become involved in setting Individual Education Plan targets and they receive a copy of the plan.

## 68. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 68. Leadership and management

40. The headteacher gives very strong leadership. She has been in post for less than two months but has already developed an ethos which is rooted in a commitment to improve the quality of education provided for pupils. She works in close liaison with the deputy headteacher and together they give clear educational direction to the school. Governors are becoming much more closely associated with the work of the school. They are becoming increasingly aware of the needs of the school and are now more closely involved with supporting school developments. Governors are beginning to receive all the information they require to provide effective management. They have recently been involved in a major audit of provision upon which the new School Development Plan will be based.
41. The governing body has not fulfilled many of its legal obligations. At the time of the last inspection the school was judged to have serious weaknesses. The governing body produced an action plan designed to tackle these serious weaknesses. The action plan was not monitored systematically. Many of the previous report's findings were not, in fact, acted upon and were largely ignored. The governing body failed to fulfil its legal obligation to report annually to parents on the degree of success it achieved in meeting the targets set in its post-inspection action plan. Partly as a direct result of this failure to comply with the previous report's recommendations, the school continues to have many weaknesses.
42. At the time of the last inspection, the roles of curriculum co-ordinators were found to be underdeveloped, especially in terms of monitoring and evaluating their subjects or areas of responsibility across the school, and this remains the case for most subjects. The co-ordinator for mathematics has been successful in monitoring teachers' plans and the quality of teaching and this has led to greater continuity in provision. The co-ordinator for English is new to the post and has as yet had few opportunities to evaluate provision and make improvements. Most co-ordinators have not been given sufficient opportunities for professional development, particularly in terms of guidance on how to raise standards in their areas of responsibility.
43. Equal opportunities for most pupils have been secured and they have full access to all areas of the curriculum as well as extra-curricular activities. One exception is the provision of support for pupils in Key Stage 1 who have English as an additional language. These pupils have insufficient support and do not develop English speaking skills as readily as they should and this restricts their full access to the curriculum. The school is, belatedly, endeavouring to make a new appointment to provide more support for these pupils.
44. There is a policy for special educational needs but this needs updating and is to be updated this year. There is a very effective new co-ordinator for special educational needs who has devised a very helpful action plan for development of this aspect of the school's work. The headteacher gives very good support for the development of the special educational needs work of the school. There is a well-informed governor with particular responsibility for the special educational needs work of the school and he is developing an appropriate monitoring and 'critical friend' role in close co-operation with the special educational needs co-ordinator. Support from external agencies is well managed and there are regular meetings with the educational psychologist, the school doctor and nurse.
45. Until recent months the governing body had not received the information it required in order to fulfil its legal responsibilities. It is now closely involved in conducting a thorough audit of provision in order to identify weaknesses and to develop plans to make improvements. Hitherto, School Development Planning has not been based on such a thorough survey of the school's needs. The last school development plan for 1998/1999 contained few plans for curricular developments and the school has not been entirely successful in ensuring that the developments were implemented. One of the three priority areas for development was to introduce the National Grid for Learning so that all teachers in Key Stage 2 would be familiar with all available software and be able to use the internet successfully. This is yet to be fully implemented. The school has been successful in its plan to introduce the National Literacy

Strategy but target setting for each child is incomplete. The school does not monitor the progress of the development plan systematically. The school does not monitor the success of its policies methodically and cannot demonstrate how successful they are in practice. The school is currently not fulfilling its aim of providing a quality education or the aim of providing a broad and balanced curriculum. It is largely successful in fulfilling its other aims. The school does not comply with all statutory requirements. Governors have not ensured that the National Curriculum is being taught effectively nor that the teaching of religious education meets the requirements of the Locally Agreed Syllabus. Governors are now in a better position to give strong and able support. They work in close association with the headteacher, who welcomes the sense of teamwork which the governors promote. The school is well placed to make further improvements.

#### **74. Staffing, accommodation and learning resources**

46. There are an adequate number of suitably qualified and experienced teachers to meet most of the needs of the curriculum. They bring a range of interests and expertise to the school. There is insufficient specialist support for pupils with English as an additional language in Key Stage 1. Support for such pupils in the nursery and Key Stage 2 is good. Part-time specialist teachers are employed for music and additional reading support. Teachers are conscientious and work together particularly well as a team. This ensures that pupils in parallel classes cover the same ground and everyone involved in the work of the school is working with a common purpose. In view of the many staff changes that have occurred in the recent past, this is particularly remarkable. The provision for pupils with special educational needs is unsatisfactory. Although the school has a good number of teaching support assistants in classrooms, many lack the expertise to be able to offer effective support. They have not had the training required to help them in their work.
47. The arrangements for staff appraisal have lapsed. With the many staff changes there have been recently, this is not surprising. There are insufficient trained appraisers and some teachers have not been appraised for several years. The school is anxious to re-establish appraisal as part of a programme of ongoing professional development and is currently awaiting guidance from the local education authority and central government as to how this can best be accomplished. At present the personal and professional development needs of staff are not sufficiently matched to the whole school needs identified in the School Development Plan. These shortcomings were identified at the time of the last inspection and, since that time, the school has made no significant improvement in this area. There are good arrangements to support those new to the school.
48. Although old, the accommodation is adequate and allows a broad curriculum to be taught effectively. The site is large and spacious and includes a field and purpose built nursery. The Parent Teacher Association has improved the quality of the provision by providing murals, a pond, a quiet area and a garden.
49. The quality of resources varies considerably between subjects. There is very good provision for the teaching of music. Resources are adequate for the teaching of the National Literacy Strategy but many of the fiction and non-fiction books, both in class libraries and the main library, are old and worn. In other subjects resources are adequate, with the exception of design and technology, where there are insufficient resources to support work on food technology and construction and in religious education where there are inadequate resources to support work on world faiths. Although adequate, resources for physical education are old and in need of renewal.
- 78.
50. The special educational needs co-ordinator has recently undertaken appropriate and helpful training. There has been some training for teaching support assistants employed in classrooms but more is needed urgently to improve their effectiveness. There are sufficient numbers of specialist teaching and learning support staff to meet the needs of the pupils with special educational needs. Appropriate resources are limited and the special educational needs co-ordinator has suitable plans to make the necessary improvements.

79.

**79. The efficiency of the school**

51. The school is run efficiently. The headteacher and governors are now developing structures and working-practices to plan, manage and monitor the school's finances. This follows a period of uncertainty during which it was difficult for governors to gain access to accurate statements of the school's account. The recently appointed finance committee meets regularly to review expenditure and assess future needs. This is an improvement since the last inspection when the governing body took a limited role in financial planning. Spending is monitored by the headteacher who administers the budget in full consultation with her colleagues. The school's senior administrative officer provides the governors with statements of the school's account and attends meetings of the finance committee.
52. The school's account is in balance with an appropriate contingency reserve. The governors and headteacher are prudently auditing the school's resources and needs prior to drawing up a three year development plan which will be costed and firmly linked to the projected budget. In the meantime, a one term plan has been drawn up to enable the school to consolidate its present resources and modify expenditure in response to immediate needs. Cost effective measures and success criteria are being developed to ensure that the school spends its money wisely and that wastage is kept to a minimum. Any savings will be diverted into the educational needs of the pupils. Governors are planning to monitor the overall effects of spending decisions on standards, though this has not happened hitherto.
53. The funds set aside for pupils' special educational needs and for pupils with English as an additional language are generally used well to support their full access to the curriculum. One exception is that funds available since the beginning of the financial year to support pupils in Key Stage 1 who have English as an additional language have not been used to provide specialist support. The funding which the school receives for pupils with special educational needs is used to support their learning but learning support assistants do not give satisfactory value for money, as they are ill-equipped for their role. The special educational needs co-ordinator is very effective and efficient. However, the role of the primary helpers is not well defined and the liaison between them and the classroom teachers is inconsistent. This sometimes causes inefficient use of an important resource and pupils do not always get the support they need. In-service training is being planned for the primary helpers.
54. The school now has a clear Code of Practice for financial management set by the local education authority. The finance committee is to establish its own code in the near future. Day-to-day financial control is satisfactory and improving. The Senior Admin Officer provides valuable assistance in checking delivery notes and invoices and in maintaining records of daily expenditure on computer. All accounts are fully backed up. The recommendations of the most recent audit are being implemented, although the final version of the audit report is not yet to hand.
55. Accommodation is generally used well, though the library is not used much and some of the stock is old and not appropriate to today's curriculum. The management of learning resources is satisfactory. Subject co-ordinators manage their own budgets, which are based on the subject development plan. Although the use of computers is better than it was at the last inspection, some software packages remain unopened and unused. Teachers require training if these valuable resources are to be used effectively. The day-to-day administration of the school is effective. It is flexible and responsive. It enables teachers to teach and pupils to learn.
56. The budget is spent wisely for the pupils' benefit. Costs for each pupil are in line with the London average. Taking into account the intake and the overall standards pupils attain by the time they leave the school and the clear signs of improving test results, the school provides sound value for money. This finding is the same as that of the last report.

## **85. PART B: CURRICULUM AREAS AND SUBJECTS**

### **85. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

57. Children are accepted into the nursery when they are three years old. They attend on a part-time basis for five morning or afternoon sessions each week. When they become four they transfer to the class for older nursery children and can attend full-time until the year in which they become five. Children enter the reception classes in the September or January, according to their date of birth, in the year in which they become five. At the time of the inspection there were fifty seven part-time and twenty full-time children in the nursery. The twenty full-time children, in the class for the older nursery children, are four years old and due to start in the reception classes in January. In the reception classes there were seventeen children aged four at the time of the inspection. Although most children in the reception classes have attended the nursery, about one quarter have not. They have either attended other nurseries or have not experienced pre-school education. A significant number of children enter the reception classes with hardly any spoken English.
58. Attainment on entry to the nursery indicates a very wide range of social and language experiences. Most children's attainment is below average on entry. Approximately one third of children speak little English whilst about one quarter are above average in their speaking and listening skills. Most make unsatisfactory progress in the nursery in all areas of learning except their personal and social development and physical development. However, children with little English make satisfactory progress in speaking, listening and counting due to the good support provided by the specialist teacher for English as an additional language and through playing informally with English speaking children. Higher attaining children's progress in the nursery is poor. Children move into reception classes with skills which are below average in speaking, listening, early reading and mathematics. Their early writing skills are well below average. Teaching in the reception classes successfully promotes good progress in language and literacy and mathematics. Progress in personal and social, physical and creative development is satisfactory. Children make unsatisfactory progress in their knowledge and understanding of the world. By five most children meet the expectations defined in national guidance in mathematics, personal and social development, physical development and creative development. In language, their speaking and listening skills are below national expectations of five year olds; their reading is in line with expectations but their writing and their knowledge and understanding of the world is below expectations. A small proportion have very advanced reading and mathematical development. Since the last inspection the school's nursery provision has declined; it was deemed to be good and is now unsatisfactory. The teaching was judged to be very good in the nursery in 1996 and it was informed by regular assessment of children's needs. Inspection findings show that, currently, the opposite is the case.

#### **87. Personal and social development**

59. By the age of five children's personal and social development meets the expectations defined in national guidance. In the nursery children begin to make good relationships with each other and with adults. They show independence in washing their hands, getting dressed before and after physical education and going to or coming in from play. Children are friendly and welcoming to visitors. They share their large wheeled toys in their secure area. Through attending assemblies and using the hall in the main school, children become familiar with the main school before they enter the reception classes. Children's behaviour is mainly satisfactory; however, nursery routines are inconsistent and children are often not clear about what to do next. As a result of lack of stimulating activities and effective guidance, the oldest children do not always settle to their tasks. There is no system for ensuring that children take more responsibility but older children often try to help younger children of their own accord. In the reception classes children understand the importance of good manners and understand classroom routines thoroughly. Children settle quickly to their tasks and are eager to learn. They get on well together at work and at play. Children in the reception classes enjoy reading books and treat them with respect.

## 88. **Language and literacy**

60. By the age of five children's attainment in language and literacy is below national expectations. Most children make unsatisfactory progress in the nursery classes, whilst most make good progress in the reception classes. On entry to the nursery, about one third of children are at an early stage of learning to speak English as an additional language. They respond well to the specialist language teacher and also learn through talking with other children from an early age. By the time they enter the reception classes they listen attentively and the majority of those with English as an additional language are below, rather than well below, expectations in their speech. Most of the other children in the reception classes are more articulate and a few are very articulate. Most listen with rapt attention to stories and rhymes and are developing a wider vocabulary. In the nursery they learn words and understand that print carries meaning through the class story where 'big books' with enlarged text are sometimes used. They learn to recognise their names. However, early language and reading activities are poorly structured in the nursery classes and are not very effective in helping the children to develop language skills. Labels, notices, word lists and books are poorly arranged. Children learn the alphabet but do not learn their sounds systematically. A few children, due to experiences at home, have already started to recognise printed words and read simple books but make poor progress in the nursery classes as their specific learning needs are not recognised. In the reception classes, children take part in the literacy hour and their progress is good. Children's attainment matches national expectations; many can read simple texts whilst others read books by interpreting phrases and using pictures to help them read and understand the text. Literacy Hours are well organised to develop early reading skills and classrooms provide a stimulating learning environment with clear labels, notices and word lists. Children seldom write in the nursery classes. Although there is a writing area, this is small, unexciting and seldom used. Children's writing is well below expectations by the time they enter the reception classes; only a few can write their names. In the reception classes, children make good progress in learning to write and to say and recognise sounds through short yet regular daily practice as a class. By five children's writing is much improved, although still below expectations. Children make up simple stories for puppets, which they have designed and made. However, in the reception classes role play and practical areas are unexciting and children do not use them adequately for practising language skills.

## 89. **Mathematical development**

61. By the time children are five years old the attainment of most matches the expectations described in national guidance. Several higher attaining children exceed such expectations, although they are often not always fluent enough in English to express their advanced mathematical thinking. In the nursery children learn to sort, count and thread beads and most recognise and count numbers one to five. However, number activities do not happen often enough and children are not learning enough about numbers higher than five. Most children make unsatisfactory progress in the nursery, whilst the progress of higher attaining children is especially poor. The quality of mathematical activities and games is low in the nursery and children seldom choose to follow these activities. Children in the reception classes can count accurately to ten and many can successfully match the right number of objects to the appropriate digit. Children understand 'more than' and 'less than' and a few children add and subtract. Children are developing their awareness of higher numbers. Children make good progress overall in the reception classes and adapt well to the teaching approach, which follows the National Numeracy Strategy.

**90. Knowledge and understanding of the world**

62. Children make unsatisfactory progress in developing their knowledge and understanding of the world in both the nursery and reception classes. Children do not learn about the natural and physical world through sound practical investigation. By five, they do not express a sense of wonder and curiosity about the scientific and technological world. They do not ask enough questions and are not encouraged to try to find out answers for themselves. They are not gaining knowledge rapidly enough through first hand investigations and solving problems. In both the nursery and reception classes construction kits are much used but children do not learn about structures and moving parts. Children in the nursery make poor progress, whilst progress in the reception classes is unsatisfactory overall. Children do not learn to use the computer effectively in the nursery. In the reception classes children make satisfactory progress in using computers and a few exceed expectations, though this is often largely due to using computers at home. In the reception classes, children can describe weather conditions but data are not collected systematically for analysis. By the age of five most children's attainment is below national expectations.

**91. Physical development**

63. Progress is satisfactory in both the nursery and reception classes and by the age of five pupils attain standards which are in line with national expectations. The children have a satisfactory range of activities overall to develop their physical skills in the nursery. Children develop their manipulative skills through using construction toys and dough. They learn how to dress themselves and fasten clothes when preparing to go outside. They learn to cut and stick pictures made from card. Their physical development advances well through the use of large wheeled toys, climbing frames and slides in the good, secure area outside the nursery classrooms. This area contains a good range of adventure apparatus for developing co-ordination and balancing skills. This secure area enables the children to learn how to run and skip and play together confidently. Children also develop their skills when they go into the main school and use the main hall successfully for running and moving imaginatively in a larger space. However, opportunities for children to use writing tools in the nursery are unsatisfactory and this prevents them developing writing skills sufficiently. In the reception classes, children's skills are developed through physical education lessons as well as by opportunities to play on the climbing apparatus in the infant playground.

**92. Creative development**

64. Children make unsatisfactory progress in creative development in the nursery and satisfactory progress in the reception classes. By the age of five pupils attain standards which are in line with national expectations. They have access to a range of activities in the nursery, such as play dough for modelling, colouring activities and practical tasks, such as bead threading. Whilst these activities are satisfactory for the younger children in the nursery and enable those with limited English to learn through talk, they do not offer enough challenge or interest for the majority in the nursery class or for the older children. Children do not use three-dimensional materials adequately; there is little teaching of skills and children's ideas are not talked through. Too often children are left to select an activity and then left to their own devices. In the reception classes children make good progress in developing their ability to use a wide range of materials, including autumn leaves and textile scraps when they design and make puppets for their literacy hour stories and card when they design and make moving characters. They make particularly good progress when they design and make homes from recycled materials. By five children can make pictures that are easily recognised as people or animals. In both the nursery and reception classes children's ability to sing a range of songs, clap and use simple instruments is good. Children do not make enough progress in dramatic role play due to the limited opportunities provided. Children are left too much to their own devices, without constructive interaction from adults, in uninteresting play areas.
65. The quality of teaching is unsatisfactory in the nursery. It is often poor for the oldest children. Teaching is satisfactory overall in the reception classes with good teaching in language and literacy and mathematical development. The teaching of personal and social development is satisfactory overall. Teachers in the nursery provide a warm welcome for children and offer them loving care. They encourage children from a wide range of different ethnic backgrounds to play and work happily together. However, daily routines in the nursery are not well established. Children are given good opportunities to become used to the main school through regular visits to the hall for assemblies and physical



education. Children are encouraged to develop independence in the reception classes and to understand the class routines. Children with special needs are supported well in their personal and social development.

66. The teaching of language and literacy and mathematics is unsatisfactory in nursery, with poor teaching observed in the class for the older children. Play lacks stimulation and purpose. Often activities do not give opportunities for average and higher attaining children to extend their vocabulary through talk in their play. Teachers, nursery nurses and assistants do not use high quality vocabulary or extend children's speaking and listening through skilful questioning. They do not join in play at suitable moments. Very little time is spent on the teaching of pre-reading, writing skills or mathematics, either in small group or whole-class situations. Purposeful activities are introduced, as when children in the nursery practised making sandwiches. Here many skills were being consolidated, such as mathematical understanding, when halving the slices and sharing the pieces, and manual control, when spreading the butter. Such situations provide good opportunities for developing a greater understanding of language but the potential of such tasks is not realised fully and opportunities for extending vocabulary are not seized upon. The teaching by the specialist teacher for children who have English as an additional language is good. There is a satisfactory range of practical and informal play opportunities for enabling children to learn English at their own pace by talking with other children. The teaching of language and literacy and mathematics is good in the reception classes. Children's needs are very carefully assessed and children are successfully allocated to groups on the basis of their prior attainment. Teachers are knowledgeable and balance the literacy and numeracy sessions well with whole-class and group activities. There is a good balance between practical activities, talk, thinking and recording. Progress in one of the classes has been especially rapid since the start of term.
67. The teaching of knowledge and understanding of the world is unsatisfactory. Expectations are very low in the nursery and teachers' and nursery nurses' subject knowledge in science and technology is weak. In the reception classes, although the teaching of information technology is satisfactory, the teaching of science and knowledge about people and places is unsatisfactory. There are few opportunities for practical investigation and role-play areas do not develop themes, such as a Post Office theme, for example. Sand and construction kit activities lack purpose and do not provide enough challenge in problem solving. The teaching of physical development is satisfactory overall in both the nursery and the reception classes, with very good teaching in one reception class when expectations are high. The teaching of creative development is unsatisfactory in the nursery and satisfactory in the reception classes. The quality of adult interaction is unsatisfactory in the nursery and children do not all work with a range of media, due partly to poor systems of record keeping to track which children have experienced which activities. In the reception classes teachers successfully introduce children to a wide range of media and there is a good balance between teaching skills and providing opportunities for the children to show and develop their own ideas. However, in both the nursery and the reception classes provision for dramatic role-play is unsatisfactory.
68. In the nursery, teachers' organisation and class management are unsatisfactory. Assessment and record systems are poor. Teachers do not plan for the areas of learning recommended in national guidance and do not match children's work to their prior attainment. The quality of the range of activities and classroom presentation is unsatisfactory. The oldest children in nursery do not have the same opportunities to learn early reading, writing and mathematics as children in the same year group in the reception classes. This is unsatisfactory. In the reception classes teaching was always at least satisfactory in the lessons observed and there was a high proportion of very good teaching in literacy and numeracy sessions in one class. However, afternoon play and activity times are not as well organised as the morning literacy and numeracy sessions. The planning and assessment for language and literacy and mathematics is very good but planning for other areas of learning lacks detail in the reception classes.

## **97. ENGLISH, MATHEMATICS AND SCIENCE**

97. **English**

69. The results of the National Curriculum tests for seven year olds in 1999 showed that pupils' overall performance, when compared with all schools was well below the national average in reading and in writing it was below average. When compared with school with pupils from similar social backgrounds, however, reading and writing was in line with the averages. The proportion of pupils who attained at least the national target of Level 2 in reading and writing was well below national averages but the proportion who attained the higher Level 3 standard was in line with the national average in reading and above average in writing. Inspection findings reflect the latest test results. The standards which pupils attain at the end of Key Stage 1 are below national expectations in reading and writing.
70. The results of the National Curriculum tests for eleven year olds in 1999 showed that pupils' overall performance, when compared with all schools was below the national average in English. When compared with school with pupils from similar social backgrounds, however, results were above the national averages. The proportion of pupils who attained at least the national target of Level 4 English was well below the national average but the proportion who attained the higher Level 5 standard was in line with the national average.
71. Since the time of the last inspection standards have been declining, particularly at Key Stage 2. This trend has now been halted and the 1999 results show a marked improvement. The evidence of inspection confirms that, while standards are low in comparison with national norms, by the time pupils leave the school, they are improving. The reason for this improvement can at least in part be attributed to the school's successful implementation of the National Literacy Strategy. This is providing a clear structure and focus for the teaching of the subject and is ensuring that pupils' knowledge is developed systematically as they progress through the school. The school is working hard to improve standards further. It has recently introduced a system of 'setting' in Year 6. Whilst it is too early to judge if this is having a positive impact on overall standards, the decision to have one group comprised of pupils for whom English is an additional language is clearly proving successful. These pupils receive specialist teaching in a relatively small class situation. The teaching is geared specifically to their needs and is helping them to progress well. The school's comparative performance is adversely affected by the high levels of mobility. Many pupils enter and leave the school part way through each key stage and this has a detrimental effect upon the continuity of learning and the standards which pupils attain. One of the school governors has produced a useful analysis of test data which indicates that pupils who remain in the school from the nursery through to Year 6 are far more likely to achieve the national target of Level 4 at the age of eleven than pupils represented in the more transient proportion of the school's population.
72. Pupils listen well in most lessons but by the end of Key Stage 1, in speaking, many attain standards which are below national expectations of seven year olds. They respond to questions eagerly in the preliminary 'shared-text' part of literacy lessons, where the whole class participates in studying the same reading material, but often they give one word answers or answer in badly constructed phrases. Many pupils enter the school with standards of attainment that are well below the nationally expected level in language and literacy. In Years 1 and 2 pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress and attempt to speak clearly. Although many pupils have a limited vocabulary with which to express their views and ideas, they think hard about what they want to say and teachers assist them in formulating sentences. However, by the time they leave the school most still lack confidence in speaking in front of an audience - for example, in assembly. When reading extracts from books, older pupils adopt suitable and interesting voice tones. In class discussions, they ask sensible questions and take account of the answers they are given when formulating their own.
73. Across the school most pupils make sound progress in speaking and listening. There is no significant difference in the progress made by boys and girls. Pupils with English as an additional language make good progress in the nursery and in Key Stage 2 but in Key Stage 1 their progress is unsatisfactory because they receive too little support and are often left to their own devices. Pupils with special educational needs make unsatisfactory progress because tasks are not always closely matched to their

specific stages of development and because the teaching support assistants who work alongside them in the classrooms do not have the strategies necessary to give them the help they require. Introductions to literacy lessons particularly encourage pupils to develop and use their growing expertise. Pupils' progress in developing vocabulary is supported by discussion of a wide range of carefully chosen texts. However, there is not a sufficiently planned whole-school approach to the development of oracy. Pupils have insufficient opportunities to develop these skills in a structured, systematic way through imaginative role play, drama, discussion sessions or debates.

74. By the end of Key Stage 2, standards in reading are below national expectations. A minority of pupils read confidently, employing a range of strategies to tackle unfamiliar words and to correct their own mistakes. They make informed choices of books to read, sometimes guided by their teacher's recommendation of a genre or author they might enjoy. Increasingly, pupils are motivated to seek out books, having studied an extract during literacy lessons. Most have already developed preferences and have a good understanding of the significant ideas, themes and events in the story. They read fluently and expressively, willingly tackling demanding texts. Higher attaining pupils appreciate the meaning beyond the literal and use information from the book to support and explain their views of it; for example, identifying the similarities and differences in characters, settings and plots. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs and pupils in Key Stage 1 who have English as an additional language do not attain standards which are commensurate with their prior levels of attainment because they receive insufficient support and many are not given short-term targets to aim for each week. Pupils with English as an additional language in Key Stage 2 make great strides in reading and by the age of eleven many achieve standards which are close to national expectations. Pupils make limited use of the library to support their learning, although most have learnt the skills necessary to conduct research and locate specific information.
75. Most pupils in both key stages make satisfactory progress in reading. Those for whom English is an additional language in Key Stage 1 and those with special educational needs in both key stages make unsatisfactory progress due to the lack of support they receive. Most pupils take pleasure from reading a wide range of texts and their positive attitudes help their progress. The school is anxious to improve standards further and has produced a number of leaflets that encourage parental involvement and offer helpful advice. Younger pupils learn a good range of methods for choosing books to read - for example, looking at the cover, reading the summary of the book on the flyleaf, or skimming the first page. Some apply their knowledge of books in choosing the work of specific authors they have enjoyed previously. The systematic teaching of phonics throughout the school helps progress. This enables pupils to be able to tackle unfamiliar words. However, whilst there are a few very good readers in each class and most pupils make satisfactory progress, there are many who are learning English as an additional language or have special educational needs. When these pupils receive support from a specialist teacher they make good progress. However, when teaching assistants provide the support within the literacy lesson the progress of these pupils is often unsatisfactory. The effectiveness of the support is dependent on the teacher's skill in utilising the assistance for maximum benefit and on the skills of the individual teaching assistants. Consequently, the quality of provision in this area is inconsistent across the school.
76. Many pupils enter the school with poor writing skills. Throughout the school most pupils make sound progress in writing but, by the time pupils leave the school at the age of eleven, standards in writing for most pupils are still below expectations for eleven year olds. However, there is clear evidence that standards are improving and many of the higher attaining pupils produce work of particularly good quality and attain standards which are above average. They structure and organise their writing well. They write in a variety of forms, making good use of a wide range of vocabulary to add interest to their work. Year 6 pupils recounted the death scene from 'Romeo and Juliet', showing good awareness and understanding of the interaction between the various characters. At times, pupils write to strict guidelines, as when producing a letter. At other times they write for specific purposes, as when a class produced a school prospectus. The school specifically teaches grammar. As a result, pupils have a better than usual knowledge of grammatical structure. All use simple punctuation correctly and many use a wider range, including apostrophes, with accuracy. Pupils know a number of spelling rules and most apply these correctly. Most pupils have fluent, joined and legible handwriting. The good standards of care and presentation that are apparent in most English lessons are successfully carried over to pupils' work in other subjects.

77. Literacy skills are used appropriately to further learning in other subjects. A Year 5 class studied detailed instructions for following a route and checked by referring to a map, as part of their work on instructional writing. This activity developed both their literacy and geography skills. Pupils use information books to research, as in history lessons. Some are beginning to take notes effectively. Pupils learn and use specific vocabulary relating to each subject. They use correct terminology; for example, when describing world faiths or referring to 'evaporation' and 'condensation' when speaking of the results of a science experiment.
78. Pupils' attitudes to learning are closely linked to the quality of teaching. When they are enthused by interesting lessons and stimulating activities their attitudes are positive and they progress well. In the most effective lessons teachers' skilled use of questioning motivates pupils and focuses their interest. During group activities pupils collaborate well, showing good levels of concentration and co-operation.
79. The quality of teaching is satisfactory overall. It is more consistent at Key Stage 2, where half the teaching is good. Where teaching is most effective teachers prepare thoroughly, have a good knowledge and understanding and are clear about what it is they want the pupils to achieve in the lesson. They question pupils very effectively, focusing on the lesson's objective, in order to reinforce and to extend what has been learnt. Lessons are well planned, ensuring that pupils' knowledge and understanding are developed systematically. In lessons that are less successful teachers do not cater sufficiently for the range of attainment within their classes. This results in progress within these lessons being patchy. Reading and writing are not taught systematically in all classes and skills are not always developed sequentially. There is no consistent approach to developing speaking skills. Teachers choose texts carefully that are relevant to the pupils and will stimulate their interest. Pupils in Year 6, for example, were studying the literary forms of biography and autobiography. The choice of 'Long Walk to Freedom', Nelson Mandela's autobiography, and 'A Desire to Serve the People', a biography by Mary Benson, were particularly well judged. Pupils were able to study the form of the texts within the context of learning about a major figure in modern world history, who is a positive role model for many of the pupils. Teachers are often adept at challenging pupils' thinking. They introduce specialist vocabulary at quite an early age and discuss how modern English differs from that used by Shakespeare. Pupils respond well to these challenges and enjoy explaining, for example, how the film of 'Matilda' differs from the book by Roald Dahl.
80. The co-ordinator is new to the post but is enthusiastic and has a clear vision of how improvements might be made. Assessment of pupils' attainment and progress is not consistent across the school. In several classes careful records are kept but assessment information is not always used effectively to inform further plans. There is no guidance to help teachers to teach speaking skills systematically. The school has good capacity to improve standards further. Resources are adequate to support teaching and learning but computers are not used sufficiently to promote progress and the library is underused.

#### 109. **Mathematics**

81. Inspection findings indicate that, by the time they are seven, at the end of Key Stage 1, pupils' attainment in mathematics is broadly in line with national expectations. This is not entirely consistent with the 1999 national test results which showed that pupils' overall performance was below average when compared with all schools, though above average when compared with similar schools. Standards are better now than last year, partly because the introduction of the National Numeracy Strategy is beginning to have a positive impact upon standards. The proportion of pupils who attained the national target of Level 2 was well below the national average but the proportion who attained the higher Level 3 standard was above average. Pupils' performance had been improving in national tests from 1996 to 1997 but standards fell in 1998. The 1999 results show that performance is again continuing to rise. By the end of Key Stage 1 pupils classify two-digit numbers into tens and units up to 100. They add and subtract numbers to 50. They add money beyond ten pence and estimate and time various tasks, working out how long it takes to perform a given task. They estimate and measure in centimetres, for instance, measuring their hands and feet with reasonable accuracy. Pupils count in sequence from 0 - 20

in twos, using a number line for support, and count on and back in twos. Most pupils know and can identify odd and even numbers, although lower attaining pupils are not secure in their understanding of this.

82. Inspection findings indicate that by the time pupils leave the school at the age of 11 attainment in mathematics is in line with national expectations. This judgement is reflected in the 1999 national test and assessment results which show that pupils' overall performance is average when compared with all schools and well above average when compared with schools which have pupils from similar social backgrounds. Results in national tests improved significantly from 1996 to 1997, when they exceeded the national average, but they fell back to below average in 1998. By the end of Key Stage 2, when they leave the school, pupils work out simple percentages and fractions, dealing competently with 10 per cent, 15 per cent,  $\frac{1}{4}$ ,  $\frac{1}{10}$  and so on, as expected for their age. They know about reflective symmetry and successfully calculate shopping problems; for example, calculating the cost of three bottles of drink at £1.23 each, and giving change. They know the correct notation for sums of money and that we do not use the 'p' sign with '£'.
83. The previous inspection found that attainment was below the national average, particularly in Key Stage 2. Standards have improved significantly since then. This is due to the energetic and committed leadership given by the mathematics co-ordinator and the early introduction of the National Numeracy Strategy, which gives very good guidance to teachers on what to teach and when.
84. Pupils make generally good progress in Key Stage 1 due to the mostly good teaching they receive. The generally good progress is exemplified by the increasing mastery of skills demonstrated by pupils. In the reception classes they count one and two objects in September, at the start of the school year, and up to five by half-term. Higher attaining pupils identify and count objects up to ten unaided by the middle of their first term in school. Many pupils count and number up to 18 and add to ten and beyond. Pupils in Year 1 subtract numbers up to five. They add money to three pence. They order numbers one to ten and add to 20. They know the names of simple geometric shapes, such as triangle, circle and 'oblong'. Progress in Year 1 is not as good as that in the reception classes and Year 2 and a significant minority of pupils, especially the higher attainers, make unsatisfactory progress over the course of the key stage. Pupils in Year 2 make good progress. They classify numbers into tens and units up to 100 and add and subtract to 50, using a number square to help them. They add money beyond ten pence and estimate and time the performance of various tasks.
85. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in Key Stage 2. In Year 3 pupils recognise numbers up to a thousand. They read and write numbers to one thousand correctly and know about the correct notation of large numbers. They use repeated addition to multiply, for example,  $5+5+5 = 3 \times 5 = 15$ . Lower attaining pupils and those with special educational needs do this with teacher support. Pupils tell the time in minutes to and past the hour. They recognise the number pattern in multiplication tables, such as the five times table. They work out how long a programme lasts if it starts at 7pm and finishes at 7.25pm. Pupils build successfully on their knowledge and understanding of number in Year 4. They know about place value to 100. They tell the time using analogue clocks and measure familiar objects in centimetres. They add money to one pound. They know about simple reflective symmetry. In Year 5 pupils multiply by one- and two-digit numbers. They divide by ten and 100 and use written methods for multiplication. They change improper fractions to mixed numbers and make clear progress in their knowledge and understanding of fractions over the course of the year. Pupils in Year 6 build successfully on their knowledge and understanding gained in previous years. They know about place value to thousands, hundreds, tens and units. They know what factors are and give factors of numbers such as 12, 20, 15 and 32. They learn to work out simple percentages and fractions.
86. The good support and guidance provided by the National Numeracy Strategy helps teachers match tasks carefully to the needs of lower attaining pupils. As a consequence, pupils with special educational needs are helped to make good progress in Key Stage 1 and satisfactory progress in Key Stage 2, in line with the majority of pupils. Those for whom English is an additional language are well supported and helped to make good progress in Key Stage 2, but they are inadequately supported and make unsatisfactory

progress in Key Stage 1.

87. Pupils enjoy their mathematics lessons in both key stages. They settle well to tasks and work quickly and carefully. There are good relationships between pupils and with adults and they take a pride in their work and are eager to show it and talk about it with visitors. They behave well, co-operate well together and share resources sensibly.
88. The teaching in Key Stage 1 is mostly good. Teachers achieve a good balance of whole-class and group activity. Planning is good, closely based on the National Numeracy Strategy. Clear and appropriate aims for lessons are identified in teachers' planning. Tasks are well matched to the different levels of pupils' ability. There are appropriate opportunities for pupils to investigate aspects of mathematics; for example, investigating number sequences in a Year 2 class looking at counting on in twos. Teachers make good use of time. Lessons start promptly and proceed at a brisk pace. Teachers use effective techniques to gain pupils' interest; for example, having them stand up and march as they count on and back in twos, in a Year 2 lesson. The teaching in Key Stage 2 is satisfactory. Lessons are well planned and set out clear and appropriate aims which are often shared with pupils at the start of the lesson. Pupils are managed well but time is not always used well and sometimes too little time is left for an effective review session at the end of lessons. The review session, which is an important aspect of the National Numeracy Strategy, allows for consolidation of what has been learned and where this is not used well progress is impeded. The best lessons are characterised by very clear and precise explanations, as seen in a Year 5 lesson on symmetry. In such lessons teachers make it clear to pupils what is expected of them. Teachers ensure that lessons proceed at a brisk pace. Tasks are challenging and well-matched to the particular needs of individual pupils. In the best lessons, teachers make very good use of the review sessions at the end of lessons to consolidate what pupils have learned. Less successful lessons do not provide sufficient challenge to enable pupils to make sufficient progress, particularly the higher attaining pupils, as for instance in a lesson for pupils in Year 1 where higher attaining pupils were merely required to order numbers up to twenty, which was well within their capabilities. Less successful lessons also feature weak class control where teachers talk over the pupils' talking. It is not always made clear to pupils what is expected of them; for example, in a Year 1 lesson on counting forwards and backwards from 20, there was confusion about the requirement and time was wasted. Pupils have too few opportunities to use their numerical skills in other areas of the curriculum, such as recording data in science and using skills of accurate measuring in design and technology.
89. The co-ordinator manages the subject well. She monitors and supports teaching and curriculum development effectively and helps to maintain a good, positive ethos for learning. Resources are adequate to support teaching and learning but computers are not used enough, partly because staff lack sufficient guidance and training.

## 118. Science

90. In the 1999 National Curriculum Teacher Assessments at end of Key Stage 1, pupils' attainment was below the national average. The proportion of pupils who attained the national target of Level 2 was well below the national average but the proportion who attained the higher Level 3 standard was above average when compared with all schools. When compared with similar schools the proportion of pupils who attained Level 2 was still below average but the proportion who attained the higher Level 3 standard was well above average.
91. In the 1999 National Curriculum tests at the end of Key Stage 2, pupils' overall performance was below the national average when compared with all schools and average when compared with similar schools. The proportions attaining the national target of Level 4, as well as the proportion who attained the higher Level 5 standard, were both below national averages. Results have improved. In the 1998 National Curriculum tests, pupils' attainment was well below average due to a well below average proportion attaining Level 4 and a below average proportion attaining Level 5. When compared with similar schools pupils' 1999 results were average. Pupils' attainment has varied considerably over the past four years. Standards achieved in 1999 and 1997 were higher than the well below average

standards attained in both 1996 and 1998. There was no significant difference between the attainment of girls and boys.

92. Examination of pupils' previous work and lesson observations confirm that standards are below average at the end of both key stages. This is due to a lack of balance across the attainment targets and teachers' lack of subject knowledge. Science has not been a priority recently as the school has targeted the improvement of literacy and numeracy as key priorities. Overall standards in science are similar to those found at the time of the last inspection by the end of Key Stages 1 and 2, although standards in investigative science have declined.
93. By the end of Key Stage 1, pupils' attainment is variable across the different aspects of the National Curriculum Programmes of Study. Pupils' understanding of the properties of materials is better than other aspects of science. Most pupils can satisfactorily describe the properties of different materials and they understand well how different properties are needed for everyday inventions; for example, they know the materials used for sun hats have different properties to those used for cycling hats. Their understanding of living things and life processes is average overall but has strengths and weaknesses. Pupils' understanding of foods needed for good health is above average but their ability to group and classify living things is below average. In physical processes, pupils' understanding of electricity and forces is average but their understanding of light and sound is below average. Pupils' enquiry skills are unsatisfactory. Whilst they observe appropriately, they do not make their own suggestions of how to find things out; they rarely make tests, they do not use simple equipment carefully and accurately and they do not record their own observations using mathematics or explain results. They do not have an awareness of a fair test. Pupils are not beginning to plan their own experiments. Pupils are provided with few opportunities to suggest hypotheses and plan tests themselves.
94. By the end of Key Stage 2, pupils' attainment is below average. It is variable across the different National Curriculum attainment targets. This reflects the very variable progress through the key stage. By the age of eleven, pupils can name parts of flowering plants, they have satisfactory knowledge of major functions of parts of the human body and know about health and nutrition. However, their ability to classify and group living things is underdeveloped. Their knowledge of materials and properties is inconsistent across the programme of study, however, they can describe differences between metals, plastics and wood and know how metallic properties make them suitable for parts of musical instruments or for conducting electricity. Their knowledge of solids, liquids and gases is weaker. In physical processes their understanding of light and sound is satisfactory but knowledge of forces is weaker. Pupils' enquiry skills are weak. Their observation and predicting skills are average. However, their ability to explain findings is limited by their poor understanding of correct experimental procedure, including how to conduct a fair test, and how to collect, measure and interpret results using mathematics. Pupils do not search for patterns in results or conclude on the basis of their own evidence. Pupils do not plan and make their own tests, select their own equipment or make their own measurements.
95. Pupils' progress is unsatisfactory in both key stages. Opportunities for them to gain knowledge through practical enquiry and to learn knowledge at average or higher levels are inconsistent through both key stages. When pupils are provided with the opportunities they can achieve at least average standards; for example, in Year 2, when they apply their knowledge of materials to the design and technology problem of finding a suitable material for a suitcase, and in Year 3, when they learn which materials will change on heating and which changes can be reversed. However, their progress in systematically developing enquiry skills is unsatisfactory. The progress of higher attainers is poor due to few opportunities to attain at higher levels in any aspect of science. The progress of a few pupils with very limited English is also poor as pupils have little opportunity to learn through their own practical work and there are very few planned opportunities for small group discussion. The other pupils with English as an additional language make similar progress to the rest of their class.
96. Pupils in both key stages do not adequately develop their scientific vocabulary. Their progress in reading and writing in science is also unsatisfactory. Often reading and writing tasks are provided at the same level for all pupils. Below and well below average readers make poor progress when they copy

writing from the board which they cannot read or write. Pupils do not learn to write for a range of purposes in science, including recording their own experimental results. Mathematics is seldom applied to science and when used it is limited in range. There is little data handling and its use is therefore unsatisfactory. The use of information technology - for example, for measuring data or recording data - is unsatisfactory.

97. Pupils' attitudes are unsatisfactory. Although their behaviour is usually satisfactory as they listen to the teacher, they do not take responsibility for managing their own learning or making decisions. They do not work together in small teams or develop their capacity for teamwork. By Year 6 pupils do not show the expected levels of curiosity and have not developed careful practical skills. Few older pupils can work without direct supervision.
98. The quality of teaching is unsatisfactory. This is confirmed at both key stages through examination of pupils' previous work, although during the inspection lessons observed in Key Stage 1 were satisfactory. Whilst six out of ten lessons were satisfactory, four out of ten were unsatisfactory. This is a very high proportion of unsatisfactory teaching. In the satisfactory lessons teachers ensure that science is relevant to everyday life and there are some practical opportunities; for example, in Year 2, when pupils' use their senses of sight and touch to explore properties of materials for their suitability for bags and suitcases. Such lessons are well planned and follow on well from previous learning. Teachers' class management is satisfactory and they engage the pupils in learning through listening, questioning and investigative work. In unsatisfactory lessons planning is weak and does not show National Curriculum targets or levels. There are irregular opportunities for pupils to achieve at average levels and poor opportunities for higher level work. Investigative skills are seldom shown and teachers' own subject knowledge is often unsatisfactory. In these lessons, teachers' expectations of pupils are low and lessons do not adequately build upon their previous learning. In unsatisfactory lessons, the range of recording is often narrow and too much of science time is spent drawing or copying writing from the board. In a minority of unsatisfactory lessons class management is unsatisfactory.
99. The scheme of work does not support teachers enough in planning for knowledge or investigative skills. There are no plans for the development of enquiry skills. Plans for scientific knowledge do not show teachers how they can plan for different levels of work. The curriculum framework does not balance science knowledge. In Key Stage 1 physical processes receive less time than living things and properties of materials and sound and light are not covered beyond Level 1. In Key Stage 2, in Years 5 and 6, materials and forces are not given as much time as biological aspects. Time for learning new science is restricted in Year 6 due to an extensive revision course in preparation for the end of Key Stage 2 tests. Medium term planning is also unsatisfactory as it does not help teachers to plan for enquiry skills and knowledge at different levels. Teachers are very willing and enthusiastic but their subject knowledge is not always adequate. Few have had a consolidated science course in their initial training. Assessment is weak. Teachers do not have adequate understanding of National Curriculum levels and how to assess standards and progress. Recording of achievement and planning for the range of ability is also weak. There is little monitoring of the coverage and the quality of science at present. Practical resources are satisfactory.

128.

**OTHER**

**SUBJECTS OR COURSES**

128. **Information technology**

100. Attainment in information technology is below that expected for pupils at the end of both key stages. It has not improved since the last inspection. There is now a new co-ordinator for the subject and there are good plans to raise standards in the subject, including the introduction of a good new scheme of work.
101. By the end of Key Stage 1 pupils successfully use word-processing programs to produce their own written work. They print out their work. They know how to load programs and successfully use the



mouse and cursor keys to manipulate images on the screen. They use information technology successfully to support their learning in other subjects of the curriculum, such as mathematics.

102. By the end of Key Stage 2 pupils use the cut and paste facilities in word-processing programs. They edit their own work and use the spellchecker proficiently. They know how to send and receive e-mail and use the desk-top publishing program to produce their own polished work, such as a newsletter. Their skills in using computers for handling data are less well developed. Pupils have few opportunities to use technology to control devices or to use computers for modelling data to determine possible outcomes. Their skills in these areas are poor.
103. Progress is unsatisfactory because not enough information technology skills are taught and pupils do not systematically build on their learning as they go through the school. This is seen where pupils, learning to use the Internet, are taught very similar lessons in Years 4 and 6. The unsatisfactory progress made is linked to the variable levels of staff confidence and competence in the subject.
104. Pupils enjoy their work with the computers. They are very interested, for example, in learning about the use of the e-mail and they enjoy e-mailing their friends in other classes. They pay close attention to demonstrations of information technology skills, such as using the Internet and e-mail, and they enjoy their opportunities to practise skills they have learned, even though the small number of suitable machines available means that it is a long time before they get a chance to have a turn doing so. Pupils behave well and most share and take turns sensibly.
105. The teaching of information technology is unsatisfactory. This is because there is too little guidance for teachers on what to teach and when and some of them lack both competence and confidence in the subject. The lack of staff training described in the last report persists. Resources are inadequate. The co-ordinator is new to the role and has not yet had enough time to make an impact on standards. The co-ordinator has devised a good action plan and is adapting a nationally recommended scheme of work to meet the needs of the school.

#### 134. **Religious education**

106. At the end of Key Stage 1 and Key Stage 2, pupils' attainment is well below the requirements of the Lambeth Agreed Syllabus. Pupils' progress in the lessons observed is satisfactory. Progress over time is unsatisfactory at both key stages because there are too few opportunities to study the subject and some classes do not have a separate timetabled weekly lesson. This finding is the same as that of the last inspection. There has been no improvement in provision, attainment or progress since that time.
107. The theme in all religious education lessons and assembly during the inspection week was the Hindu festival of Diwali. Pupils in both key stages had good recall of what they had learnt in previous years. In assembly, a group of pupils in traditional dress acted out the most important aspects of the festival. There are opportunities throughout the year to learn about and celebrate the main festivals of world religions.
108. Pupils respond satisfactorily to lessons although they lack practice in talking about aspects of living from a religious perspective. Many pupils are not familiar with the Bible stories nor the stories from other holy books. Pupils listen well to stories but become restless if they are required to listen for too long. They respond well to practical activity, such as designing and making greetings cards for Diwali. They are respectful of each other's beliefs but have too little opportunity to discuss them.
109. Teaching was satisfactory in all the lessons seen but overall teaching is unsatisfactory because the subject is not taught regularly in all classes. Expectations of what pupils can do and understand are too low. Some teachers make good use of what the pupils already know and encourage the pupils to talk about their own experiences. Pupils are not expected consistently to write down what they know and

therefore learning lacks reinforcement. Relationships are good.

110. The newly appointed subject co-ordinator is working hard to improve teaching and learning. However, the lack of clarity and direction in the school policy for the subject impedes progress. Accommodation is satisfactory but there are very few displays of pupils' work. There are too few artefacts available to the teacher in the classroom. However, when they are used, for example, in assembly, they contribute significantly to pupils' understanding and enjoyment.

139.

139.

### **Art**

111. Pupils in all year groups make sound progress and produce good paintings and drawings. Pupils draw with care and increasing precision. They paint bold self-portraits and use colour confidently. Pastel crayons, chalk and charcoal are used sensitively to produce pictures of high quality. Pupils know about the lives and works of a range of artists. They study the French Impressionists and have been inspired by the work of Seurat, for example, and the work of modern artists such as Hockney, Picasso and Andy Goldsworthy. Pupils in Year 1, having been inspired by pictures of Goldsworthy's artefacts, create delicate temporary works using leaves. Pupils in Year 6 made a detailed study of Picasso's work which included paintings from different periods of his life. They used these as an inspiration for their own work and created detailed and carefully painted pictures from his 'blue period'. They developed a good understanding of how his different moods affected his painting. This understanding makes a good contribution to their social and cultural development. They also use a good range of techniques, such as pointillism when creating pictures based upon Australian aboriginal paintings. They understood how the colours and form of the originals were influenced by the Australian landscape. They experiment with interesting techniques, such as coating card with wax before etching a design, based on a study of Tudor patterns, into the wax. There is insufficient emphasis on creating three-dimensional work and clay is not used regularly by all pupils.

112. Pupils thoroughly enjoy their lessons partly because they are usually presented with interesting challenges. They listen attentively to instructions and concentrate hard on their work. They adopt a serious approach to the subject and are generally proud of their achievements. They have developed a good critical awareness and can express opinions about what they like and dislike.

113. The quality of teaching is always at least sound and there are examples of good teaching. Lessons are carefully prepared and teachers give clear explanations of the skills to be developed. Reasons are given for looking hard and drawing carefully. In most classes a serious, quiet working atmosphere is generated. Teachers have a good knowledge and understanding of the subject. They are given able support by a specialist teacher but there is no scheme of work available to promote the progressive development of skills, knowledge and understanding. Good displays of work make a positive impact upon the learning environment. Visits to art galleries help pupils to appreciate their cultural heritage and the study of such wide range of work by different peoples across the world gives them a greater depth of understanding and appreciation of other cultures. The quality of provision and the progress which pupils make are not as good as at the time of the last inspection partly because less time is now devoted to the subject.

142.  
**technology**

### **Design and**

114. During the inspection it was not possible to observe any design and technology lessons. However, pupils' completed work was studied and discussions were held with pupils.

115. Pupils make unsatisfactory progress in designing and making in both key stages. Pupils' progress has

declined since the last inspection. By the end of Year 2 pupils have made unsatisfactory progress in their designing and making. Their ability to communicate their ideas by drawing and planning ahead does not develop. Their progress in acquiring craft skills is unsatisfactory. Pupils do not cut, shape and join a range of materials adequately. They do not apply art skills to achieve a good quality finish. Pupils' knowledge of other products develops satisfactorily - for example, a range of hats for different purposes -but do they not transfer this to designing and making. Pupils' knowledge of structures and moving parts, including wheels and axles, is unsatisfactory.

116. By the end of Year 6 pupils' progress in designing and making is poor. Pupils' ability to design and make for a purpose does not develop. Pupils do not suggest and communicate ideas, or evaluate their work through the design process. A few pupils are developing adequate sewing skills but all pupils' craft skills across a range of materials is unsatisfactory. Pupils do not design and make with construction materials, including wood strip and plastic sheet, or with food. Pupils have little opportunity to design and make in this key stage. However, in Year 4, when pupils design and make purses for different purposes, they make satisfactory progress in applying knowledge of existing products and in generating and communicating ideas for a purpose but unsatisfactory progress in acquiring craft skills. Their evaluation skills are satisfactory in this project. When Year 4 pupils design and make musical instruments, their craft skills are weak. Pupils do not develop their knowledge of structures, mechanisms and switches and apply this to design and make tasks.
117. Pupils are pleased to talk about their work and are clearly interested in design and technology.
118. No teaching was observed but teachers clearly lack subject skills and knowledge. Teachers have not had subject training, apart from in their initial training. There is a new design and technology co-ordinator; her own practice is sound, although she has yet to follow a long course in design and technology. The co-ordinator has recently started to put a nationally recommended scheme of work in place, although this is still at a very early stage. There are no systems in place for enabling the co-ordinator to support teachers. Resources for design and technology need updating for construction materials and there are no food technology resources.

147.

### **Geography**

119. Due to the inspection timetable it was only possible to observe a small number of geography lessons. However, pupils' completed work was studied and discussions were held with pupils. Pupils' progress is unsatisfactory in both Key Stages 1 and 2. The school has not improved pupils' progress in geography since the last inspection. Pupils do not develop appropriate knowledge of geographical terms.
120. Pupils do not develop their ability to understand and use maps in Key Stage 1. They do not develop an understanding of their own area through walking around the school or practical studies of the weather. When studying a more distant environment, through Barnaby Bear's visits to other countries, pupils have little understanding of how localities differ from their own. Much of the pupils' learning is too abstract in Year 2 and does not adequately build upon pupils' previous experience. For example, there are few outside visits so that pupils can compare features of different areas with those in Streatham. Reading and writing activities are not matched to the needs of lower and higher attainers in Key Stage 1.
121. In Key Stage 2 pupils' progress is erratic because little time is spent on developing geographical skills and little geography is taught in Year 6. Pupils in Year 5 make good progress when they investigate how they can solve the problem of providing alternative routes for Streatham High Street traffic. They learn mapping skills well and understand how people can either improve or damage the environment. Pupils develop a good range of skills in this project, including the ability to use primary and secondary sources of evidence.
122. Pupils who were interviewed responded well to geographical questions and were keen to talk about their work. Pupils' behaviour in the lessons observed was satisfactory.

123. Although in the lessons observed in Year 1 and Year 5 teaching was satisfactory, examination of previous work shows that it is often unsatisfactory overall. In both lessons work built satisfactorily from previous work. However, examination of work shows that little geography is taught and often experiences are disjointed. The scheme of work is unsatisfactory; it does not support teachers in teaching the steps in geographical skills and knowledge. The co-ordination of geography is unsatisfactory, as too much is left to individual teachers. Plans and quality of work are not checked. Teachers' subject knowledge is lacking; however, when teachers' subject knowledge is good, as in the Streatham High Street study, teachers provide good quality experiences. The range of maps for geography is not adequate and some are far too difficult for Key Stage 1. There are lost opportunities for using the pupils' own cultures as a basis for geography. There is no assessment in geography.

152.

### **History**

124. History continues to play an important part in the life of the school and the sound provision which was reported at the time of the last inspection has been maintained. Pupils develop a good sense of the passage of time. They can distinguish between events that took place in the recent past and those that happened long ago. They are beginning to develop an understanding of why people in the past acted as they did. They use books and pictures to discover more about people and events in the past and, by the time they leave the school, they can distinguish between historical fact and legend. They can relate stories that they have heard - for example, about Henry VIII - and they understand that the world in which he lived was very different from their own. Pupils develop a good factual knowledge of the periods of history that they study.
125. Pupils, including those with special educational needs, make satisfactory progress. The curriculum has been modified to allow for additional time to be devoted to the teaching of numeracy and literacy. Nevertheless, the curriculum is planned to offer pupils a broad grounding in history and to develop knowledge systematically as the pupils progress through the school.
126. Pupils display satisfactory attitudes to learning. Most listen well to the teacher's introduction and concentrate when engaged on written tasks. Behaviour is good and pupils co-operate well together when required to do so.
127. The quality of teaching is satisfactory overall and sometimes good. All teachers have adequate knowledge of the subject and all lessons contain some good factual teaching. Questioning is used effectively to probe and deepen pupils' understanding and the best lessons are characterised by a lively pace and good use of a range of resources. Where teaching is less effective the pace of lessons is too slow and the activity is stretched to fill the available time. This results in too little ground being covered.

156.

### **Music**

128. Pupils make good progress in both key stages. This is a similar finding to that of the last inspection. Many pupils make very good progress in performance skills and play percussion instruments to a very good standard. Pupils record what they play and evaluate their own performance.
129. Although singing has improved and is now at a satisfactory standard, many pupils do not distinguish well between loud and soft and are unaware of the importance of phrasing and expression. However, pupils sing enthusiastically and perform well in action songs. They add emphasis and meaning by accompanying themselves on percussion. This is particularly evident in songs from Africa and South America, which are performed vibrantly and with a very good sense of rhythm.
130. In Key Stage 1 pupils quickly learn a new song. They follow the pattern of the song on a simple score

and know when to sing and when to be silent. They contribute animal noises to 'Hidden in the Jungle' according to the score and maintain a strong rhythm throughout the performance. Pupils play percussion instruments in time with a recorded accompaniment and choose those most appropriate to generate the atmosphere needed for 'Creep, mouse, creep'.

131. In Key Stage 2, pupils continue to make good progress in performance and listening skills, although they have little knowledge of musical notation. They compose on a simple graphic score and use it to guide their playing. However, they do not keep an ordered record of what they have learnt and this impedes progress. In performance, however, pupils continue to develop their musicianship to a good standard. Pupils play a 12 bar blues on keyboard, chime bars and drums. Some pupils improvise a four bar melody and provide an answering phrase. Pupils listen to music from a wide range of countries and describe how it makes them feel. Pupils begin to understand that music has cultural roots and that it has a deep significance to those who compose and perform it.
132. Pupils respond very well to music lessons. They anticipate them with pleasure and take a full part. They work well together and share their knowledge in preparing for performance. Pupils work with energy and commitment. They also respond well to the humour of music - for example, making the noises of animals. Occasionally, they are over-excited by the music and take a while to settle down. Mostly, pupils stay on task. They show appreciation of others' efforts and are still singing when they leave the music room.
133. Music provision continues to benefit from the expertise of a part-time specialist teacher and a music room which is separate from the main building with no constraint on the volume of sound! These findings are identical to those of the last report. Teaching is good overall; it is always satisfactory and often good or very good in both key stages. Lessons are well planned. They are taught with great energy and enthusiasm. This provides the right atmosphere for a creative subject and all pupils' contributions are highly valued. Pupils with special educational needs are well integrated and contribute confidently to music making. The teacher has high expectations of work and behaviour and provides a positive environment for high energy music-making. He also provides an imaginative curriculum, including visiting musicians who enliven and stimulate the pupils' interest.
134. Music has a strong place in the school curriculum. A good number of pupils choose to sing in the school choir or play recorders during 'Golden Time', a special time which is set aside for pupils to choose activities which particularly interest them. There are concerts in which all pupils take part and this provides an important focus for music making. Resources are very good, well maintained and well used.

163.

### **Physical education**

135. At Key Stage 1, pupils make satisfactory progress in physical education. In Key Stage 2, they make good progress. This is a significant improvement since the last inspection, particularly at Key Stage 2. Pupils are offered a good range of activities, including swimming in Year 3. Pupils from Year 6 enjoy a residential trip which includes outdoor, adventurous pursuits. At both key stages pupils with special educational needs are well integrated and progress at the same rate as their peers.
136. By the end of Key Stage 1, many pupils produce imaginative and creative responses to the challenges they are given. They use the large apparatus sensibly and safely. They use space well. They move confidently on the floor and on the apparatus. Pupils are skilful when they throw, roll and strike the ball. They practise and refine their skills in simple games.
137. By the end of Key Stage 2, ball skills are well developed. This is particularly apparent in a game of indoor hockey where pupils sprint around the hall before striking the ball for goal. Pupils understand and practise the skills of netball. They run into space, pass, position and defend. Pupils take the first tentative steps in a Tudor dance and skills in poise and balance are developing well.
138. The attitudes of pupils to physical education are good in both key stages. Pupils enjoy physical exercise

and work hard. Older pupils evaluate their own work. Pupils have a good understanding of the rules of a game and they play by them. They support each other and learn the value of team work. Pupils change quickly for lessons and the majority wear appropriate clothing for the lesson.

139. The quality of teaching is mostly satisfactory throughout the school and there are examples of good teaching in both key stages. This is a substantial improvement since the last inspection. Where teaching is good, it is well planned and carefully carried out. It is imaginative and progressive; good emphasis is placed on the development of skills. On the rare occasions where teaching is unsatisfactory it is because the lesson plan lacks a clear focus and the activities do not challenge the pupils' natural abilities. Relationships are usually good and based on mutual respect and concern for physical fitness. There is no formal method of assessing pupils' skills but teachers are aware of what the pupils know, understand and can do and use this information in planning lessons.
140. In the revised curriculum the allocation of time for physical education is good. The scheme of work is appropriate. The subject is well managed, although teachers do not often share their expertise. There is little extra-curricular activity and at present no representative sport, although netball and football teams are in prospect. Resources are satisfactory. There is a well-equipped hall and sufficient equipment for games play. Playground space is adequate but some playing surfaces are uneven and may not be playable in inclement weather.
169. **Swimming** (The inspection of this school included a focused view of swimming which is reported below.)
141. Only Year 3 pupils have a swimming lesson each week at the local pool. This has been the pattern for several years as the school finds the cost of swimming prohibitive. Each lesson lasts for 25 minutes. Pupils walk sensibly and quickly to and from the pool but travelling on foot takes a further 40 minutes.
142. Pupils' attainment in swimming in Year 3 meets expectations of eight year olds but swimming is confined to one year group. The school has no records from previous years so it is not known what proportion of pupils, by the end of Year 6, attain the national target of being able to swim 25 metres.
143. Pupils from Year 3 develop confidence in the water and learn how to move, balance, rest and float. They make good progress, although beginners are not always able to have the individual support they need. A few pupils are confident swimmers. All pupils are willing learners who enjoy the lessons and work hard to improve their skills. They listen carefully to the instructors and do as they are told. Their behaviour on the journey to and from the pool is exemplary.
144. The pupils are taught by experienced, qualified instructors who manage them very well. Relationships are good. Safety in the water is emphasised but survival strategies are not taught systematically. The instructors have clear lesson plans and swimming is carefully and sequentially taught. They praise and encourage pupils frequently.
145. Overall, a good start is made to the school's swimming programme but it does not fulfil the requirements of the National Curriculum as there are no procedures to ensure that by the age of eleven pupils will be able to swim at least 25 metres unaided; not does it include a full programme which teaches the principles of water safety and survival. As the pupils do not have lessons beyond Year 3, the initial impetus is lost.

174.  
**INSPECTION DATA**

**PART C:**

174.  
**INSPECTION EVIDENCE**

**SUMMARY OF**

146. The inspection of Sunnyhill Primary School was undertaken by a team of six inspectors who, over a four-and-a-half day period, completed a total of 24 and a half days of inspection in the school. Members of the inspection team:

- spent over 95 hours visiting classes when observing 106 lessons and evaluating pupils’ work;
- attended a sample of registration sessions;
- attended assemblies;
- observed lunchtime arrangements;
- observed pupils’ arrival and departure from school;
- held discussions with pupils about their work;
- held interviews with the headteacher, the deputy headteacher, teachers, support staff and members of the governing body;
- held discussions with parents and ancillary staff;
- listened to pupils from each year group reading, assessed their library research skills and evaluated their understanding of books in general;
- evaluated a wide range of work of a representative sample of pupils from each class;
- analysed a large amount of documentation provided by the school both before and during the inspection including:
  - the school prospectus, school policies, the governors’ annual report to parents, the report of the previous inspection, together with the post inspection action plan, minutes of governors’ meetings, financial statements, the School Development Plan, teachers’ planning documents, pupils’ records and reports, the work of a sample of pupils with special educational needs, together with their Individual Education Plans;
- scrutinised attendance registers;
- considered past work and photographic evidence;
- observed lunchtimes and playtimes;
- noted extra-curricular activities’
- held a meeting attended by 26 parents and considered 48 responses from parents to a questionnaire asking them about their views of the school.

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**INDICATORS**

**DATA AND**

176. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school’s register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	393	4	129	199
Nursery Unit/School	45	1	1	6

177. **Teachers and classes**

177. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	19
Number of pupils per qualified teacher:	20.68

177. **Education support staff (YR – Y6)**

Total number of education support staff:	17
Total aggregate hours worked each week:	265.5

177. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	2
Number of pupils per qualified teacher:	22

177. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	3
Total aggregate hours worked each week:	79

Average class size:	28
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178. **Financial data**

Financial year:	1998-1999
	£
Total Income	1 039 143
Total Expenditure	1 041 839
Expenditure per pupil	2 152.56
Balance brought forward from previous year	61 840
Balance carried forward to next year	59 144



179. **PARENTAL SURVEY**

Number of questionnaires sent out: 456  
 Number of questionnaires returned: 48

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27	42	17	13	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	35	52	2	10	0
The school handles complaints from parents well	21	38	35	2	4
The school gives me a clear understanding of what is taught	33	52	0	13	2
The school keeps me well informed about my child(ren)'s progress	25	44	17	10	4
The school enables my child(ren) to achieve a good standard of work	35	50	8	4	2
The school encourages children to get involved in more than just their daily lessons	21	46	15	19	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	25	21	19	4
The school's values and attitudes have a positive effect on my child(ren)	27	56	10	6	0
The school achieves high standards of good behaviour	25	50	17	8	0
My child(ren) like(s) school	54	42	2	0	2

180. **Other issues raised by parents**

The responses to questionnaires and the views expressed at the pre-inspection parents' meeting indicate that most parents are supportive of the school and there were very few adverse comments. Twenty six parents attended the parents' meeting and eight submitted written responses. Most parents are pleased that their children enjoy coming to school and are pleased with the standards their children attain. Several parents felt that support for pupils with English as an additional language is uneven and for some children it is inadequate. A significant proportion felt that the provision of homework is inconsistent. Many felt that information about what is taught has improved considerably in recent months and they welcome this improvement.