

INSPECTION REPORT

HENRY CAVENDISH PRIMARY SCHOOL

Balham, London SW12

LEA area: Lambeth

Unique reference number: 100567

Headteacher: Elizabeth Antrobus

Reporting inspector: John Bartholomew
3641

Dates of inspection: 5th – 8th June 2000

Inspection number: 188544

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Hydethorpe Road Balham London
Postcode:	SW12 0JA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Cathy Harvey
Date of previous inspection:	10 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Anne Moss	Lay inspector		Partnership with parents, Care of pupils, Attitudes and behaviour, Leadership and management
Kanwaljit Singh	Team inspector	Under Fives, History	Curricular opportunities
Clive Lewis	Team inspector	Mathematics, ICT, Art, RE, Equal Opportunities	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Henry Cavendish is a two-form entry primary school with a full-time nursery. It is bigger than most other primary schools (370 pupils compared with an average size of 226). The school admits pupils from a wide range of backgrounds, and celebrates its diversity. Of 271 pupils (Years 1-6), 146 (54%) are from ethnic minorities. The largest ethnic groups are Caribbean and African. Eighty-five children (23%) have English as an additional language, which is a very high figure. One hundred and one pupils are on the SEN register, which is above the national average. One hundred and three (28%), are eligible for free school meals, this is above the national average.

HOW GOOD THE SCHOOL IS

Henry Cavendish is a popular and effective school, which serves its community well. It is characterised by good relationships and enthusiastic, well-behaved pupils. The school places a high premium on good behaviour and pupils' social development. Standards are broadly in-line with national averages, but the school has above average standards when compared with similar schools. The great majority of teaching is good, and the staff includes a number of talented teachers. The school is ably led by an energetic headteacher, who recognises that there is room for further improvement and takes action to ensure that this takes place. In common with other inner city schools, unit costs are higher than average, but the school provides satisfactory value for money.

What the school does well

- Standards of attainment in English, mathematics and science are above those of similar schools.
- There is a culture of reading in the school reflected in pupils' enthusiasm for books.
- Standards in physical education are very high.
- The teaching was good in the majority of lessons seen during the inspection.
- The pupils' attitudes to school and behaviour are consistently good, and good relationships exist at all levels.
- The provision for pupils with English as an additional language, those with special educational needs, and the children in the nursery, is good.
- There is a high level of staff commitment.
- The school cares for its pupils very well.

What could be improved

- The allocation of lesson time and the shape of the school day places too much emphasis on literacy and numeracy at the expense of other subjects; this affects the breadth of the curriculum.
- Opportunities for writing, and the standard of pupils' presentation of their work need to be extended.
- Short-term assessment procedures, while thoughtful and thorough, are inconsistent across the school.
- The school's procedures for monitoring the quality of the education provided are not always rigorous enough to secure improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. At that time, five key issues were identified. The first was to maintain the progress of higher attainers through the junior classes. Last year 22% obtained Level 5, above the expected level, in SATs, in English and mathematics. This is in-line with the national average, and represents an improvement. Higher attainers are appropriately stretched in some subjects and they read well, but there continues to be a weakness in the quality of some of their writing. Resources and teaching have both been considerably improved in ICT, and the seven-year-old children now attain good standards. There are satisfactory and improving standards in the junior classes. The two poor quality libraries have now been amalgamated into a single library, which offers a pleasant learning environment. It is fully used by all classes for book exchange. There is scope for further development in some library skills, and stock needs to be replenished at a greater rate. Handwriting standards are still inconsistent, and there are issues surrounding the quality of presentation. There has been a significant improvement in the provision for pupils with EAL, which is now good. The staff are committed to ongoing improvement and the school has the capacity to improve further.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils leaving the school at the age of eleven last year achieved standards in English and mathematics, which were in-line with national standards, and exceeded those obtained by most similar schools. However, work seen indicates that writing is less strong than reading. The relatively disappointing results in science have been addressed this year by restoring specialist science teaching for the older pupils. The inspection evidence indicates a major improvement in science standards by the older pupils and that this subject is once more a strength. The infant pupils' results in English, especially writing, were no more than satisfactory last year. In the unconfirmed SATs results for 2000, this has improved, and a high proportion of infant pupils have achieved a result above the expectation for their age. However, there is still scope to improve writing, which is a continuing priority for development. Infant children have done consistently well in mathematics. Over the last three years, the school's overall results have declined slightly compared with other schools nationally. The school maps its SATs results against a range of indicators showing differences between year groups, and is using this data to target groups where more need exists. Last year the school exceeded its published targets for achievement at the age of 11 in English and Mathematics, and the targets for the current year have been set lower at 71% Level 4 for English, and 75% at Level 4 for mathematics. This is intended to reflect the difference in the year groups, but there is scope for more challenging targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have very positive attitudes to the school. They enjoy coming, and subscribe to the school's values.
Behaviour, in and out of classrooms	Behaviour is good and considerate both in lessons and about the school.
Personal development and relationships	Pupils' personal development is a strength of the school. Relationships are very good, and the staff provide good role models.
Attendance	Attendance is satisfactory, although slightly below average due to extended family holidays abroad by a minority.

The focussed behaviour of pupils in lessons is good. The children are thoroughly committed to learning. They move about the school in an orderly manner and treat each other well. They are taught to be sensitive to the effect of their actions on the feelings of others. Too many children arrive late to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 89	Good	Good	Good

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

A majority of lessons seen were good (69%) including some that were very good or excellent. There were isolated instances of unsatisfactory teaching. At least two thirds of lessons were good in each of the age groups, but in Key Stage 1 78% of lessons were good or better. Literacy and numeracy skills are taught well, through the recently introduced national frameworks. The teaching meets the needs of all its pupils, including those for whom English is an additional language and those with special educational needs, although in certain areas there is still a need for a greater level of challenge for higher attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All subjects and early years areas of learning are covered, but there are insufficient opportunities for practical and creative work across the whole curriculum, or for pupils to make their own learning choices and decisions.
Provision for pupils with special educational needs	These pupils are well provided for, receiving good support from both teachers and learning support assistants.
Provision for pupils with English as an additional language	Provision for these pupils who are supported by a team of three part-time teachers is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The mature behaviour of the older pupils indicates a good level of personal development. Provision in SMSC is satisfactory overall.
How well the school cares for its pupils	The pupils are well cared for and the school has very good child protection procedures.

The school's partnership with its parents is satisfactory. Some parents help in the school. The new homework policy is still not fully effective.

There are strengths in moral and social education. All areas of the curriculum meet statutory requirements, but the school's implementation of the national Literacy and Numeracy strategies has reduced the breadth of the curriculum, and the time available for the performing arts.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management are good. The head is approachable and in tune with the school's needs. She is well supported by a hard working deputy and committed senior staff. They have generated a commitment to raising standards.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities conscientiously and well. There is no governor oversight of literacy, numeracy and SEN except by the teachers responsible for these areas.
The school's evaluation of its performance	School development is evaluated properly and sound systems are in place for monitoring the quality of education.
The strategic use of resources	The school uses its budget well. Governors plan spending effectively to meet the school's current needs and priorities.

Staffing, accommodation and learning resources are all adequate for the pupils' education. Spending on extra support staff has a beneficial effect on standards. However, there is little money left over to deal with the gradual deterioration of the fabric of the school building.

The good leadership of the head underpins the very good relationships and spirit of the school, and promotes good teaching. An increased element of challenge in monitoring activities and target setting is needed to further raise standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards of reading. The support the school provides for the learning of pupils with special educational needs. The good care for the well-being of all pupils. The ethos of the school, and the fact that their children enjoy coming. The school's values and objectives. The good behaviour of the pupils. 	<ul style="list-style-type: none"> The decline in the breadth of the curriculum, extra-curricular activity, and loss of valued aspects such as school performances. The presentation of work. Consistent application of the new homework policy. Greater levels of challenge for some pupils. Information about progress. School working more closely with parents.

The inspection evidence indicates that parents' positive views are justified. The reduction in curriculum breadth is a result of the school's response to national initiatives, and parents understand this while regretting it. The inspectors consider that the school needs to arrest this decline. The presentation of work is an issue needing review. Homework is generally set in-line with the policy, but all in the school acknowledge that it will need to be reviewed after an initial period. Pupils are challenged in a variety of ways, but some higher attainers need a further level of challenge. The quality of information about progress is good. The school is open-minded about suggestions from parents, but finds that not all are practical.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils are currently entering the school with attainment levels that are broadly in-line with those found nationally. Over the years, the intake is marked by quite conspicuous fluctuations, and a number of the older pupils in the school are in year groups, which had lower average levels of attainment on entry. The different year groups have been carefully compared as part of the school's data analysis, and certain year groups with a higher deprivation factor also achieve poorer results in the end of key stage tests. The school is taking steps to target these differences to raise the achievement of all pupils.
2. Pupils leaving the school at the age of eleven last year achieved standards in English, which were in-line with national standards, and exceeded those obtained by most similar schools. The work seen during the inspection indicates that writing is less strong than reading. Throughout the school, children read well and with enthusiasm, and there is a culture of reading, which is shared by pupils of all abilities. In mathematics also, the pupils' scores were in-line with national standards; here also they exceeded the standard of similar schools. The same pupils had a relatively disappointing result in science where they fell below the national average for pupils obtaining Level 4 despite having been well above this average in previous years. This result was attributed to the removal of specialist science teaching because of budget constraints. The governors have made funds available this year to restore it to the older pupils. The inspection evidence indicates a major improvement in science standards by the older pupils and that this subject is once more a strength.
3. In English, last year's results at Key Stage 1 showed the infant pupils obtaining levels below the national average but in-line with the standards gained by similar schools. Analysis of pupils' work showed that writing was the main area of weakness, and this is being addressed as an area for development. In the unconfirmed test results for 2000, it appears that a high proportion of infant pupils have achieved Level 3, which is above the expectation for their age, and this bears out the evidence of work seen during the inspection. There is scope for further improvement in writing. A number of children are capable of producing work at Level 3 with support, but have difficulty in doing so under test conditions. Infant children have done consistently well in mathematics, achieving results above or well above the national average for the last two years.
4. Pupils make good progress through Key Stage 2, again, with the exception of writing. The expectation is that pupils will gain two levels during this period. Of 38 pupils taking the 1999 tests, between 8 and 12 pupils gained three levels from Key Stage 1 in the various subjects and almost all others gained two levels; only two pupils with statements did not. However, in writing, eleven progressed less than two levels. Handwriting in Key Stage 2 has not improved significantly since the last inspection.
5. In spite of these mainly good results, the school's overall results have declined slightly over the last three years compared with other schools nationally. Last year the school exceeded its published targets for achievement at the age of 11 in English (73% Level 4 compared with a target of 69%) and mathematics (71% Level 4 compared with a target of 65%). The targets for the current year have been set lower. This is intended to reflect the difference in the year groups, but the inspection evidence is that there is scope for more challenging targets, although these will continue to be varied because groups of children differ.
6. Overall, pupils in Key Stage 1 achieve good standards in English, mathematics, art, music and PE, satisfactory standards in science, history, geography and religious education. There was insufficient evidence to make a secure judgement about standards in design and technology. In Key Stage 2, standards were very good in physical education, satisfactory in English, mathematics, science (with good standards in the older classes), history, geography, art, music, and religious education and there was insufficient evidence in Design and technology. Pupils with special educational needs make progress in-line with their ability, and the progress achieved by pupils with English as an additional language match those of other pupils of the same age.
7. Pupils in the nursery achieve standards, which are in-line with the level normally expected at this age, and by the end of the reception year, most have achieved all the desirable learning outcomes specified for the under fives. Some have by this time achieved higher standards, mostly at Level 1 on

the National Curriculum.

Pupils' attitudes, values and personal development

8. The good standards of behaviour and positive attitudes to learning throughout the school have been well maintained since the previous inspection. Most of the children are responsive and interested, taking part in all the activities provided for them. They are keen and eager to learn, and work and play very well together as part of a group even when they are not being directly supervised. They share their knowledge and skills confidently with the class, and this has a positive effect on learning.
9. The children settle happily and enjoy school. They are confident and establish very good relationships with other children and adults. They are encouraged to think of other people and to be polite. Pupils' attitudes to learning are good, and they are benefiting from being encouraged to show more initiative and take responsibility. This is an improvement since the previous inspection. Older children work effectively with younger ones, and they collect money for charities. The pupils' response to the values and standards set by the school is positive. They develop good habits of working, settle down quickly to tasks and persevere with them throughout the lesson. They often demonstrate good levels of self-discipline.
10. Pupils' behaviour in and around the school is good. They are well behaved at lunchtime and the school is an orderly and happy community. The children clearly understand what is expected and respect the rules and conventions that exist to safeguard them. The rewards and sanctions systems are well established and incidents of bullying are rare. The children treat each other with courtesy and respect and are very aware of the impact of their actions on others. They willingly undertake routine tasks to keep classrooms tidy and organised, and to water the plants. There is a school council and buddy system in place, but these need to be developed further to have a more positive impact on the children's attitudes.
11. Pupils are able to make good progress to a good standard in their personal development and this is a strength of the school. Relationships between pupils and staff are very good, and the staff provide good role models. Despite the fact that there is no formalised scheme of work for their personal, social and health education programme, these aspects are covered well in religious education. and science, and circle time is used effectively to ensure that they grow even more confidently in their awareness of themselves and others. Pupils' self-esteem is regarded as important, and has a positive effect on their learning. Their work is valued and this enhances their personal and social development.
12. The children's attendance levels are satisfactory, although they are slightly below the national average. This is due to extended family holidays by a minority of pupils. The school is monitoring attendance figures efficiently and is aware that good attendance is necessary for continuity and access to the curriculum to be positive. Despite the measures taken by the school to ensure punctuality, too many children arrive late at school. Registration procedures are properly documented and effectively implemented, meeting statutory requirements, and lessons begin and end on time. There have been no exclusions in recent years.

HOW WELL ARE PUPILS TAUGHT?

13. The school has more than eight teachers (almost half of the total) who have joined the school in the last two years, following a long period of relative stability. Four teachers are newly qualified. The headteacher's priority has been to draw the teachers together into a coherent team that provides a consistent quality of education throughout the school. At the start of the current year, the staff worked together on a major review of the school's teaching and learning policy, aiming to stimulate professional debate and to set common criteria against which the teaching could be evaluated.
14. This has been successful. Teaching in the school is good, and in some classes it is consistently very good. During the inspection, 89 lessons were observed, of which 61 (almost 70%) were good or better. In the Key Stage 1 classes more than three-quarters of lessons were good or better. In all, 16 very good and four excellent lessons were observed. There were only three unsatisfactory lessons. The predominantly good teaching results in good progress in most subjects and good results compared with similar schools.

15. Teaching of pupils under five is good overall, with particular strengths in the nursery, where a good range of activities provided, marked by good planning and questioning. The nursery team of two teachers and two nursery nurses works effectively as a teaching unit. In the reception classes, the best lessons were characterised by good planning, good teaching of basic skills, good explanations and questioning. Learning behaviour, such as writing and choosing library books, was well modelled by the teachers. Where lessons were less good, there was only limited opportunity for pupil choice leading to independent learning, and sometimes children were kept listening for too long before starting on activities.
16. In the Key Stage 1 classes, the teaching is mainly good. In one class there was limited opportunity for children to work creatively and the pace was slowed by unnecessarily long explanations. In most infant lessons, the pace was good; the level of challenge high, and pupils knew and strove for their learning objectives. The teaching often challenged and inspired the pupils. Planning and pupil management were good, and all the teachers enjoyed a very good rapport with their pupils, employing good strategies to promote positive behaviour.
17. In Key Stage 2, the teaching is good overall. Mixed age classes at this key stage present a particular challenge to the teachers, which is met successfully. Careful planning ensures that pupils do not repeat topics unnecessarily and the basic skills are frequently revisited and practiced. In many lessons, pupils were encouraged to think hard about what they were learning, and challenges were often renewed or time limited. Even in the very few classes where pupils had difficulties in concentrating it was clear that they were keen to learn.
18. The good teaching has a positive impact on learning and the progress pupils make throughout the school. A factor contributing to this is consistently applied methodology based on the school's learning and teaching policy. The national literacy and numeracy strategies are being successfully implemented, and their teaching methods are being effectively used in most other subjects. Lessons are often concluded with questions such as 'what have we learned?' or 'what were the difficulties we encountered?' and discussion, which helps pupils to understand what the next stage of their learning should be. Teachers relate well to their pupils and transmit their own enthusiasm successfully, which contributes to the pupils' commitment to learning.
19. Calmly effective class management is another important factor. Some classes have pupils with the potential for challenging behaviour, but these pupils are directed and encouraged without confrontation and do not have a significant adverse impact on the learning for the whole class. Appropriately brisk pace is a feature of most lessons. In most of the lessons seen, children were informed what was expected of them, what the learning objective was, and how long they had for the task. Marking of work is generally progressive and identifies what pupils need to do to continue their learning, although in some classes there is room for improvement in this respect. Work in progress is marked by plentiful compliments to the children reinforcing good ideas, concentration and hard work.
20. Teachers and pupils are very well supported by a strong team of learning support assistants. During the inspection, there were also a number of student teachers who are aware of the learning objectives for each lesson added a further level of support in the classes where they were working. Pupils with special educational needs and those with English as an additional language are well supported in the classroom in a way that provides them with good access to the learning opportunities provided for all the children. This enables both groups to make good progress.
21. The good teaching is based on good planning in teams. Inspectors attended one or two planning meetings, which were professional and supportive to each member of the team. The planning is objective based, and draws freely on learning objectives specified in the national literacy and numeracy frameworks, and Qualifications and Curriculum Authority curriculum guidance. However, planning formats have been devised by different teams and are not consistent across the school, for example in the identification of assessment opportunities. The meetings included review of what had been successful and what was needed for individuals and groups to enable them to build on their learning in subsequent lessons. To this extent, ongoing assessment informed lesson planning. Sometimes, however, as learning objectives were not varied according to the levels of ability, there were occasions where the challenge to some groups of pupils was not adequately planned. In spite of joint planning, parallel classes do not always get a parallel experience. For example, in one Year 5/6

class, difficult key vocabulary was carefully illustrated and pupils gained in understanding; in another, some of the same vocabulary was dismissed as too hard, and the children only focussed on the easier words.

22. Pupils respond very positively to the good teaching. They make progress as they acquire knowledge, skills and understanding. They demonstrate interest in and commitment to their classroom work. They work well in collaboration with each other, and often show the ability to work independently, for example when teachers are focused on a different group. They are generally aware of their own learning targets. Almost all the pupils have an underlying keenness to learn. However the structure of the timetable, and in particular an initial two-hour session, creates some excessively long lessons where the additional time does not result in additional learning.

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

23. The school provides an appropriately broad curriculum, in that all subjects of the National Curriculum and religious education are covered adequately. The school has implemented the national literacy and numeracy strategies effectively. However, the extra time devoted to literacy, numeracy and information technology causes lack of balance in the curriculum and in other areas pupils miss opportunities for practical and creative work and for making independent decisions and choices. Provision for physical education is good and it is strength of the school. The development of literacy is well supported across the curriculum and numeracy is well used in subjects such as geography, information technology, and art.
24. The school's total amount of teaching time is slightly above the national recommendation in both key stages. All classes have daily literacy and numeracy lessons, which are generally effective. The overall time spent on English each day is substantially more than an hour and this leads to disproportionate time spent on other subjects. For example the time spent on science is only 7% of the week in Years 5 and 6, and even less in others. This is well below the time allocation (9 to 12%) commonly found in other primary schools.
25. The provision for pupils who have special educational needs and those with English as an additional language is good. The provision for pupils with English as an additional language is reported under the English heading later in the report.
26. The SEN provision is very well co-ordinated, and individual targets are set and renewed regularly. Work carried out in small groups is relevant to class work, and the support programme is well supported by learning support assistants who have a good understanding of pupils' needs. The support is often quite low key but always very focussed. Pupils in Year 6 being prepared for secondary transfer have a high level of self-awareness; for example, pupils with emotional and behavioural difficulties are approaching this preparation with mature attitudes. It is unfortunate that the pupils with statements still do not, in June, know which secondary schools they will be going to.
27. The school has a detailed and effective Equal Opportunities policy, which is reflected in the school's ethos. Although the school has identified some variations in pupils' attainment by gender in the end of key stage SATs, there is no evidence of any significant variation in attainment and progress among pupils of different ethnicity or gender. Teachers' planning and provision enables equality of access and opportunity for their pupils with lower and higher attaining pupils catered for appropriately in most lessons observed. A good level of support is available to ensure all pupils have equal access to the curriculum.
28. The curriculum also includes personal and social education and teaching about the use and misuse of drugs. The school has an appropriate policy for teaching sex education and no parents have asked for their children to be withdrawn from this part of the curriculum. Religious education is provided in accordance with the locally agreed syllabus.
29. The school is in the process of adopting the nationally recommended schemes of work in every subject. This process will be complete for the start of the next academic year. Progression and continuity in learning are satisfactorily planned through these schemes of works. The locally agreed syllabus for religious education provides similar continuity. Schemes of work are organised for each year group on six sheets, one for each half term. They are divided into weekly sections and consist of core learning objectives intended for the week on most subjects. This planning is drawn up in a common format that enables cross-curricular work to be planned effectively. There is no evidence of

any gender bias in the curriculum, and it is a good feature of the school that boys and girls work well together. The governing body meets regularly to discuss curriculum matters and is well informed.

30. The curriculum is well planned and a two-year programme of topics in subjects other than English and mathematics ensures that pupils in mixed age classes cover all required areas of the different subjects at appropriate levels. This effectively meets the needs of the pupils currently in school and reflects the aims of the school to provide equality of access and opportunity for all pupils. The school analyses test and other results and uses information to set targets for individuals and at whole school level. Teachers are clear about what their classes should learn and when. This makes a strong contribution to the good quality of teaching. Co-ordinators are in place for most subjects. They monitor planning effectively in their subjects to ensure that curriculum is covered and appropriate resources are available. However, because of factors such as temporary appointments and maternity leave, some subjects, for example design technology and music, are being 'care-taken' rather than led. The co-ordinators for literacy, numeracy and science monitor teaching and support colleagues in their classrooms. As a result, good teaching strategies are being developed throughout the school. However, monitoring of lessons or scrutiny of pupils' work is not undertaken in the foundation subjects.
31. Pupils regularly take books home to read, encouraging the development of a reading habit. The homework policy is in its early stages of implementation. As it stands, this practice results in different amounts of homework at different times, both within year groups and across classes. The school acknowledges the need to review this. The curriculum is enriched through outings and visits to museums, art galleries and by a residential journey for older pupils. The provision for extra-curricular activities in sport is good. There are only limited opportunities for music tuition. 33% of parents responding to the questionnaire thought there wasn't enough extra-curricular activity, but there is a good range of activities provided through 'Trojans' the independent after-school club.
32. The school has good links with the community that also enhance academic, personal and social development. Pupils visit the local factories near the school, displayed their artwork in the local Sainsbury's store. The school has received a generous contribution from a community source to furnish its information technology suite consisting of 15 computers. The school has developed links with a local secondary school, where pupils use the art room and science laboratories to extend learning. The teachers from the local secondary school also visit the school.
33. Since the previous inspection the school has developed the curriculum in information technology and now planning meets the National Curriculum requirements. Pupils with English as an additional language now receive good support both in class and in the groups withdrawn from the classes.
34. Provision for the pupils' spiritual development is satisfactory. It is developed for example through appreciation of art, and wonder of new life in science. Through religious education pupils are given opportunities to discuss and reflect on the values and beliefs that shape their own and others' lives. Opportunities are given to reflect on themes such as caring for the environment and good use is made of materials such as flowers, pictures, and pupils' work. Good use is made of assembly themes that often incorporate stories. In one assembly, talk about Islam was used to help pupils to reflect on the way Muslims live. Displays of pupils' art, particularly the famous people of the last millennium, provide good inspiration and reflection on the lives of great leaders of the past. In most assemblies, the school meets the 'statutory requirements for a Daily act of collective Worship'. However, assemblies, apart from the weekly singing sessions, lack a musical dimension.
35. Provision for the pupils' moral development is good and is well promoted at all times. The school provides a secure environment where pupils are taught the difference between wrong and right. This is emphasised in daily assemblies, during lessons and through debating issues such as 'keeping animals in captivity'. The school's behaviour policy is good and is well implemented. The importance of good behaviour is constantly emphasised and pupils respond positively to this. Teachers are good role models and emphasise right and wrong in their daily dealings. Mutual respect, kindness and understanding are encouraged and any small lapses from these values are handled firmly but with sensitivity. The whole school ethos is one of living comfortably together in a society governed by appropriate rules.
36. Provision for the pupils' social development is good. Pupils and staff all get on well with each other. In most lessons pupils work well in pairs and groups assigned by the teachers. Older pupils take their responsibilities seriously such as helping younger pupils during lunchtimes, helping in the library,

watering plants during break times. One older boy helps young pupils to learn football skills during lunch break. The school saying, 'don't get mad, don't get even, get an adult' works in times of conflict. The buddy system where younger pupils' classes are linked to older pupils' classes for support is helpful, particularly with new arrivals to the school. Further opportunities for social interaction are provided when older pupils go on residential trip to Wales. Racial harmony in the school is good.

37. Arrangements to support pupils' cultural development are satisfactory. The religious education programme includes teaching about the major world religions and the artefacts and festivals associated with them. Greeting posters in various languages, stories from other cultures, dual language text books in the library and in some classrooms all support pupils' cultural development. Older pupils worked with an African-Caribbean writer to develop their story writing skills, and this had a positive impact on developing pupils' confidence and their writing skills. The school celebrated Chanukah, Diwali and Eid to develop pupils' awareness of other cultures. Pupils learn about their own and others' culture through visits to museums, and art galleries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has very good procedures for ensuring pupils' welfare and has high standards of pastoral care. The monitoring and recording of pupils' academic and personal development is satisfactory overall. Procedures for monitoring and improving attendance are very good. Staff have very high expectations for good behaviour, and very effective measures are in place for promoting discipline and eliminating oppressive behaviour. The teachers and support staff all make a very significant contribution to providing a caring atmosphere and a safe environment for learning for all pupils. They know the children well and there are very good procedures in place for child protection. There is no formal personal, social and health education programme in place, but these aspects are being satisfactorily taught through religious education and science.
39. There are high rates of authorised absence and, although the attendance rate is now rising, the authorisation of extended visits to family abroad is having an adverse effect on attendance. The school is aware of this and is now actively discouraging these holidays. Any unauthorised absences are rigorously followed up. There are regular risk assessments of the premises.
40. Emphasis is put on raising self-esteem and politeness. The children are confident in their dealings with each other and in approaching any member of staff. Racial harmony and respect for each other are strengths of the school.
41. The school's procedures for assessing the attainment and progress of its pupils are satisfactory. Assessment arrangements at the end of each key stage conform to national requirements.
42. The previous report found that the results of assessment were not effectively monitored and analysed to seek trends and inform future long-term planning. The school's procedures for monitoring and supporting pupils' academic progress are now satisfactory. Class teachers set targets for all pupils towards the end of the summer term. The headteacher and deputy headteacher monitor these targets over the next year to ensure that pupils are on track to meet them. The school analyses pupils' tests at the end of Key Stages 1 and 2. It responds appropriately to its analysis by focusing extra support on those subject areas where it is shown to be most needed. The school has begun to analyse its test results for both Key Stages in relation to a number of factors, including the percentage of pupils who speak English as an additional language and the percentage of pupils who are entitled to receive free school meals. The results of this detailed analysis have the potential to act as a very useful tool in targeting support in the future.
43. Teachers meet regularly in their planning groups where they consider together the results of day-to-day assessment. Teachers discuss the extent to which pupils have met the learning objectives for previous lessons and plan the next lessons accordingly. Year 2 teachers attach notes to pupils' work in order to set daily targets for pupils to improve their story writing. Teachers regularly review targets for literacy. Pupils in Years 5 and 6 have clear targets set out in the fronts of their literacy books. Pupils make written comments underneath to show the extent to which they think they have met their targets. The school's policy on planning, assessment and record keeping has been recently reviewed. However, throughout the school the use of assessment information to guide teachers' planning is inconsistent. The school has developed a proforma for day-to-day planning, which provides opportunities for teachers to link assessment to their daily planning. Teachers are still trialling this proforma and practice varies between classes. Teachers use different daily planning sheets and not

all teachers identify clearly what they intend to assess during the lesson.

44. The deputy headteacher takes part in the planning groups, visiting each group regularly. She comments verbally on teachers' planning. Teachers sometimes discuss levels of samples of pupils' work during these planning meetings. Although there are no portfolios of pupils' work showing attainment at different levels in English, mathematics or science, effective use is made of published exemplars of standards. The previous report stated that not all teachers planned effectively for higher attaining junior pupils. Practice remains inconsistent. In science lessons, expectations of pupils are high but across the school there are insufficient different opportunities identified in teachers' planning for pupils of different abilities. This results in a lack of appropriate challenge for the higher attaining pupils in some lessons, particularly in writing activities for pupils in Years 5 and 6.
45. The school has developed a marking policy, 'Responding To Children's Work', which has been discussed with teachers at staff meetings. This is a thorough document and provides much useful guidance. However, marking is not rigorously monitored. There is much good practice where teachers provide constructive comments, helping to move pupils forward, but practice throughout the school is inconsistent.
46. Teachers in the nursery make good quality day-to-day assessments of children's progress, marked by significant achievements. They use these assessments to inform future planning and to meet the learning needs of each child. Assessment procedures for pupils with special educational needs are good. Teachers make good quality daily assessments and set clear targets for pupils.
47. The previous report found that support for pupils with English as an additional language was not informed by sufficiently regular assessment. Assessment procedures for these pupils are now satisfactory. Detailed criteria are listed and monitored for each child. Support teachers work closely with class teachers, using assessment results to inform planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school continues to have a satisfactory partnership with the parents, and parents' views of the school are good. They have effective links to consolidate and extend the pupils' learning. The quality of relationships between parents, staff and governors is satisfactory, and work is continuing to further strengthen these links. Parents feel welcomed into the school, and some make a valuable contribution, for example, by helping with reading in the classrooms.
49. The parents take an interest in what the school has to offer. The Parents and Friends' Association makes effective fundraising efforts and works hard to involve as many parents as possible. Parents are kept informed and meetings are held to discuss curricular issues such as the National Numeracy Strategy. The parents speak highly of the systems of informal communication with the headteacher and staff about day-to-day matters and school events. Some parents feel that the school is not receptive to their suggestions. The school is open-minded about suggestions, but finds that not all of them are practicable. The parents appreciate the informative school prospectus and governors' annual report to parents, and they are receiving good information about the delivery of the curriculum.
50. Although a substantial number of parents think that they are not sufficiently informed about the progress of their children, and that the school does not work closely enough with parents, the school's practice in this respect is similar to other schools, and considered by the inspectors to be adequate. Written reports to parents are good and contain information on the progress of their children. Many parents find that homework set is not consistent with what is specified in the school's policy. The inspection evidence was that homework is generally set in-line with the policy, but that the policy itself has not yet been reviewed after an initial period. Overall, the parents have a positive view of the school. There are some things that they would like to see improved, but they are realistic in their expectations. For example, they understand that the reduction in curriculum breadth is a result of the school's response to national initiatives. They also take the view that the presentation of the children's work needs reviewing.

51. Staff are regarded as very approachable and seen to have a thorough knowledge of the children. Parents are also pleased with the way their children settle happily and are eager to attend school. They appreciate the procedures for induction of their children into the school, and the help that the school provides for pupils' transfer to secondary school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership of the school is good, and it is well managed. The headteacher and senior management team have created a positive and friendly working atmosphere in which staff and governors work well together. The headteacher is very caring, energetic and committed to providing a clear direction for the school, which has a good ethos for learning. This ethos promotes a climate where standards can be improved. As well as taking firm action when required, the head is visible and active around the school, positive and approachable. There is a very strong commitment to good relationships and equality of opportunities.
53. The headteacher is well supported by the hardworking, versatile deputy head, and good senior teachers. They work with her in promoting good teaching. There is satisfactory professional development for the staff, but monitoring and evaluation procedures need to be strengthened and extended. At present, there are no periodic subject reviews, apart from numeracy and literacy, no systematic regular scrutiny of pupils' work, no monitoring of the marking policy, and inconsistent use of assessment and planning procedures. Written notes of monitoring activities were seen, but full records, of a standard, which would satisfy performance management requirements, are not kept, and the element of challenge to teachers is in some respects superficial. There has been a major focus on learning and teaching since the recent influx of new teachers, with much discussion around the learning and teaching policy. This policy has been used to establish criteria for observations, and, although it has only been in place for one term, it has already made a significant difference as is shown by the good quality of teaching observed during the inspection week. There is a strong focus on agreeing learning objectives and planning lessons to suit them. Support for newly qualified teachers is very good, and more experienced teachers share their knowledge and skills to help them in their professional development.
54. The governors are capable in fulfilling their statutory duties and accounting for the school's performance and effectiveness. They have a good relationship with the headteacher, but they can, and do, ask probing questions of the school about its performance. They are articulate and have a high level of awareness of how to make use of lessons from comparative data. They are well organised with an effective committee structure.
55. There is a well-constructed development plan with appropriate criteria for reviewing progress, and educational priorities are well supported through the school's financial planning. Specific grants are used effectively for their designated purposes. However, oversight of the literacy strategy, the numeracy strategy and special educational needs is by teacher governors, who are the teachers directly responsible for these aspects of the curriculum. This practice could lead to a conflict of interest, and also limits the involvement of governors who are not employed by the school. Although this has not created any problem, it is not best practice and the teachers should be supported by governors who are not professionally engaged in these areas. Very good use is made of new technology to support the administration of the school, and the day-to-day office management is very efficient. The senior administrative officer and her team provide a very friendly welcome into the school.
56. There are sufficient teachers for the number of pupils, with suitable qualifications and skills for the whole primary curriculum. The employment of additional support staff has had a very beneficial effect on the children's learning, and they are very well deployed. However, there is no money left over from the budget to deal with the deterioration of the school buildings. The nursery is bright and new, but generally, although the accommodation is adequate for the pupils' education, it is in need of redecoration and is drab and uninspiring. Very good use is made of wall displays to add interest and colour, and the best use is made of the space available. The amalgamation of the two libraries mentioned in the previous report has resulted in the creation of a pleasant learning environment.
57. Learning resources overall are adequate. They are managed by subject leaders and are efficiently

deployed and accessible for use.

58. The school understands and applies the principles of best value. The budget is managed tightly. They make the fullest possible use of available funds, and the amount carried over from year to year is very small. They compare themselves with other schools, using LEA data. There is a strong element of consultation within the school, exemplified by recent surveys on parents' and pupils' views on uniform and improvements to the playground. Action is taken through the LEA to ensure proper competition when ordering stationery, furniture, etc, and all major building work is put out to tender. However, the range and rigour of self-evaluation is not yet challenging enough.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The following key issues will form the basis of the governors' action plan:
- The school should review its allocation of lesson time, and the shape of the school day, with a view to providing more breadth in the curriculum, particularly by creating greater opportunities for creative and practical work. (See paragraphs 3, 22, 23, 24, 30, 34, 103, 132)
 - The opportunities for pupils' writing across the curriculum, and teachers' expectations regarding the presentation of their work, should be extended. (See paragraphs 78, 80, 120)
 - The current thoughtful approach to assessment by planning teams should become more consistent, and lesson planning should involve the varying of learning objectives according to the ability or needs of individuals and groups of pupils. (See paragraphs 43,44)
 - The school should increase the range and challenge of its self-evaluation procedures, including classroom observation, the scrutiny of pupils' work, considering the setting of more challenging targets in numeracy and literacy, and the monitoring of assessment and marking. These activities should be fully recorded and emerging issues identified to form the basis for whole school improvement. (See paragraphs 5, 19, 21, 30, 75)
60. In addition the school should give attention to some lesser issues:
- Oversight of the national literacy and numeracy strategies and special educational needs should be supported by governors who are not professionally responsible for these areas. (See paragraph 55)
 - The improvement in the library should be sustained by a planned re-stocking programme, particularly of non-fiction titles. (See paragraph 83)

• PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils (approximate number)	48

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	18%	47%	28%	3%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	43	327
Number of full-time pupils eligible for free school meals		103

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		11
Number of pupils on the school's special educational needs register		101

English as an additional language	No of pupils
Number of pupils with English as an additional language	85

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	47

Attendance

Authorised absence	%
School data	6.1
National comparative data	5.4

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	19	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	25
	Girls	14	15	17
	Total	34	35	39
Percentage of pupils at NC level 2 or above	School	76 (84)	78 (84)	87 (78)
	National	82 (81)	83 (82)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	14	15	17
	Total	33	35	37
Percentage of pupils at NC level 2 or above	School	73 (84)	78 (93)	82 (86)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	21	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	15
	Girls	14	15	17
	Total	33	35	37
Percentage of pupils at NC level 4 or above	School	73 (64)	71 (43)	71 (90)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	15
	Girls	15	13	14
	Total	32	29	29
Percentage of pupils at NC level 4 or above	School	78 (40)	71 (43)	71 (57)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	73
Black – African heritage	26
Black – other	8
Indian	13
Pakistani	9
Bangladeshi	9
Chinese	3
White	125
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	There were no exclusions in the last school year	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.1
Number of pupils per qualified teacher	20
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	204

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21.5

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10.8
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	803,874
Total expenditure	801,940
Expenditure per pupil	2186
Balance brought forward from previous year	-2690
Balance carried forward to next year	-756

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	370
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	4	2	1
My child is making good progress in school.	54	33	9	0	2
Behaviour in the school is good.	39	54	4	1	1
My child gets the right amount of work to do at home.	27	44	15	2	4
The teaching is good.	52	39	4	0	1
I am kept well informed about how my child is getting on.	35	32	26	5	1
I would feel comfortable about approaching the school with questions or a problem.	52	39	6	1	0
The school expects my child to work hard and achieve his or her best.	46	44	1	1	6
The school works closely with parents.	29	41	24	2	2
The school is well led and managed.	41	44	7	0	6
The school is helping my child become mature and responsible.	39	51	1	0	9
The school provides an interesting range of activities outside lessons.	18	40	23	10	6

Summary of parents' and carers' responses

In most respects, the school receives a good approval rating from parents, but the questionnaires indicate dissatisfaction around information about pupil progress, close liaison with parents, homework and the range of extra-curricular activity.

Other issues raised by parents

In the parents' meeting, issues were raised regarding the presentation of work, a lack of challenge to some pupils, the fabric of the building, and the decline in the breadth of the curriculum, extra-curricular activity, and loss of valued aspects such as school performances.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The school has a nursery unit and two reception classes for children under five. Children enter the nursery after their third birthday for the morning or the afternoon session. There are two main intakes in September and January, but children are admitted throughout the year as and when they become three. They are offered a full time place a term or two before they transfer to the reception classes. Children who are five between 1st September and the last day of February are admitted to reception classes in September and those who are five between 1st March and 31st August are admitted in January. The nursery has 50 full-time equivalent places. There are 69 children who attend the nursery and 56 children in the reception classes. By the summer term, when the inspection took place, reception class children are working on the early stages of the National Curriculum.
62. At least half of the pupils have previously attended a playgroup or a private nursery. A good proportion of the current cohort of children have levels of knowledge, skills and understanding that are in-line with those of other children of the same age in the country as a whole. Baseline assessment results on entry to reception classes have improved from previous years. Baseline assessment of the current cohort in the reception class indicates that children's attainment is above the Borough of Lambeth average, which would probably place the intake in-line with national expectations. All children are likely to reach national expectations for five-year-olds in all the six areas of learning. Those children who are five years of age have already done so and are being taught in accordance with Key Stage 1 curriculum. The good quality of displays, learning resources, and good organisation of classrooms stimulate children's learning. The classrooms provide generous space for a wide range of activities in the nursery and children have an access to secure play areas out of doors. This is used very effectively to extend the curriculum. The reception classrooms provide sufficient space and children also have access to play areas out of doors. However, the outdoor areas in the reception classes are not used effectively to extend the curriculum. Progress is satisfactory in all areas of learning and is good in personal and social development in all under-fives classes. Attainment and progress have been maintained since the previous inspection.

Personal and social development

63. Children's attainment in personal and social development exceeds the standards expected nationally by the age of five and they make good progress. In the nursery, children settle well and enjoy their nursery experience. They quickly adapt to the routines of the day, make friends with other children and show confidence in the staff. They behave very well and show interest in all the activities offered to them and are confident in showing their preferences in choosing activities independently. They set themselves tasks such as making parcels, writing letters and posting them in the post office. During lunchtimes, children talk about their favourite food and learn the common courtesy of waiting for their turn to be served. They share the equipment fairly and wait for turns for activities such as driving the post van or using the computer. They learn to show concern for the living things through the observation of tadpoles and caterpillars in the classroom. Children of all ethnic backgrounds play happily together. Most children can concentrate and persevere to complete their activities. Children are able to work well in groups and whole class lessons such as singing sessions and story time.
64. In the reception classes, children are responsive to a more formal structure and respond well to requests for quiet working. Children are able to work in pairs and in whole class lessons such as numeracy and literacy strategy sessions. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate for increasing amounts of time. They take responsibility for clearing away and tidying up at the end of sessions. However, a high level of adult direction and a lack of extension of the curriculum into the outdoor area limits opportunities for imaginative play.

Language and literacy

65. Children make satisfactory progress in language and literacy and by age five they meet the levels similar to other five-year-olds nationally. In the nursery, they make appropriate progress in speaking and listening. Classroom routines quickly establish basic skills such as taking turns and listening to other people, greeting and thanking people and telling their news. In all activities opportunities are taken to develop vocabulary as staff talk to children about what they are doing and the materials they are using. Children develop their early writing skills by writing letters and choose appropriate tools such as pencils, felt tips and crayons. They listen to stories, handle books and learn to recognise letters, copy them and say their sounds. Children have many opportunities to learn to read their names as they pick their name card and place them on the board when they arrive in the nursery in the morning and find their name card to sit for lunch. Most children can recognise their own names and are developing early reading skills. They know that pictures and words have meaning, pages turn and text reads from left to right. They choose books independently and are developing habit of reading for pleasure.
66. In the reception classes, children's skills learnt in the nursery continue to progress well. Children speak confidently in front of the whole class and other adults when they tell their news. Speaking and listening is best promoted when teaching is lively, enthusiastic and engages the children's imagination and interest. In one lesson, pupils enjoyed being 'on the air', when they talked about their holidays into a pretend microphone while one child as a cameraman recorded it. They spoke confidently and clearly and fluently. Literacy hour is implemented effectively. Good opportunities to revise book language for example author, title and illustrator are provided, extending children's knowledge and understanding of literature well. The teachers' good subject knowledge supports opportunities to extend knowledge and understanding of language; for example, children are by being asked 'What comes at the end of the sentence?' All children attempt to guess words using initial sounds as cues and the more able can sound out simple three letter words effectively using their knowledge of phonics. As children reach five years old, most of them are well on their way to becoming readers. High attaining children can read simple text accurately, fluently with understanding. Books are taken home regularly for parents to share with their children and a dialogue between home and school takes place through the reading record books. Some parents come to the school and hear children read. This makes a significant contribution to the development of reading in the early years classes. Most children are able to write their names correctly and some are able to write a couple of sentences about their news, using their phonic and reading skills. Their handwriting is neat for their stage of physical development and they are learning to form letters correctly.

Mathematics

67. By the age of five, children achieve satisfactory standards and make satisfactory progress in mathematics. In the nursery, they sing number songs and recite number rhymes. There are many opportunities for learning to recognise, match and order shapes and numbers, integrated into different activities, such as counting the number of parcels and letters in the 'Royal Mail' office, counting the number of children and matching the corresponding number of plates on the dinner table. They learn the concept of full, half full and empty when they play with water in the outdoor area. In reception classes, children continue to make satisfactory progress. They consolidate their recognition of written numbers and their ordering and counting skills. Higher attaining pupils can count beyond 20, can count in twos to 20 and can sequence numbers and identify missing numbers to 20. They are learning to count in 10s to 50, and add and subtract numbers to 10. Several children can name two-dimensional shapes such as the triangle, circle and square. Teaching is in a style similar to that required by the National Numeracy Strategy, which is making a positive contribution to children's progress. However, sometimes the whole class sessions are over 40 minutes, which are too long for young children and they become restless and inattentive. The outdoor area is not used effectively to extend learning in this area.

Knowledge and understanding of the world

68. Attainment in knowledge and understanding of the world meets the expectations of the early learning goals by age five. Children make appropriate progress in nursery and reception classes. In the nursery, children watch the tadpoles and caterpillars grow. They become confident in using the computer for games to develop literacy and numeracy skills. They can use a mouse to control the cursor on a computer screen and can drag icons across the screen. They learn about water becoming solid as in ice blocks and melting again into water. They use egg timers to time the melting process. They use Lego and other construction toys to build. In the outdoor area, they had built a large van for delivering post. They used crates, blocks, a steering wheel to build, and an atlas to find route for various destinations. In one reception class, children had grown sunflowers and runner beans from seeds and were making observations. In another class, children talked about man-made and natural materials and were learning about materials that are waterproof and ones that are not waterproof. The out door garden area has a pond, and many plants, but this is not used on a regular basis to extend and enhance children's learning. Children make simple maps of Three Bears' House using dolls' house furniture. They realise that furniture for example, is portrayed differently on a map. Children learn to cut, fold, join and stick when they make Papa Bear's and Mama Bear's beds.

Physical development

69. By the age of five, children's physical development is appropriate for their age. Nursery children have many opportunities, which children take up to climb and balance. They use wooden benches safely for sliding and are able to use the large apparatus climbing up, and getting down, and going through the tunnel. They can dance to the music keeping the rhythm. The majority of children can handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. Many children can control the mouse precisely. Inside the classroom children move confidently. In reception classes, children consolidate and build on these skills appropriately. They also enjoy moving to music. In one music and movement lesson, reception children were developing control and rhythm by moving slowly and quickly, and they showed good skills in body movement.

Creative development

70. Children are offered a wide range of opportunities that stimulate their imagination and enable them to make satisfactory progress and achieve satisfactory standards in this area of learning. In the nursery, children use pencils, felt pens, crayons, paints confidently to present their ideas through drawing, painting and modelling. They are given opportunities to experiment with a range of art materials and techniques and play imaginatively with small toys and in role-play. They recognise and can name colours. Children were making own choices for choosing material when making their models with recycled materials. They dance appropriately in response to music. In whole class sessions they sing songs and action rhymes and, when listening to a story, they talk about the character's feelings. In reception classes, children continue to make satisfactory progress. Their work begins to express their thoughts, for example, when reception children made their three bears models with papier-mâché, recycled materials and play dough. However, sometimes the activities are over directed and children are not given opportunities to choose their own materials for the tasks.

Other factors which have a bearing on achievement

71. Children have good attitudes to learning, demonstrating interest in their work. They concentrate well and persevere to complete tasks in the activities chosen by them or directed by the staff. This has a positive effect on their progress and achievement.
72. The overall quality of teaching is good. Teaching in the nursery unit is consistently good, and in reception classes is predominantly good.

73. Teachers in the nursery are supported well by qualified nursery nurses. All adults plan together effectively, using objectives that are based firmly on the requirements of each of the areas of learning, which ensures good curricular coverage. The support staff plays a full part in the lessons, leading singing, reading stories, working with focused activities. There is a good balance of staff-directed and self-chosen activities. Staff attract the children's interest by the way they set out activities both indoors and outdoors at the beginnings of sessions. They plan clear learning objectives for every activity and through questioning; modelling and explanations ensure that children achieve them. Staff have high expectations of behaviour and children respond positively to this. They create a rich environment for exploration and learning both in the indoor and outdoor areas. The liaison and the relationship between all the adults working in the nursery unit are good, adding to children's sense of security. They assess children's progress and attainment regularly in all areas of learning. However, these assessments are not yet used to set goals for individual children's future learning.
74. The reception classes plan their curriculum based on the Key Stage 1 National Curriculum, which adds to the continuity of children's learning. The National Literacy Strategy and National Numeracy Strategy are implemented effectively. The presentation of lessons is consistently lively and creative, using a wide range of strategies such as a puppet, and role-play of 'on the air', which interests children and capture their imagination. Teachers' management of children's behaviour is good. They plan lessons in detail and generally make sure that needs of all children are met. However, the structure of a few lessons leads to children sitting down for over 40 minutes, resulting in restlessness and inattention. Some lessons are over directed where children are given materials prepared by the teachers and are not given opportunities to make choices as to materials they want to use. Outdoor areas in both the reception classes are not used consistently and effectively to extend children's learning. Arrangements for assessment are good and these are used to plan the next steps in learning.

ENGLISH

75. End of Key Stages 1 and 2 test results in 1999 show that attainment in both reading and writing was below those found nationally but higher than those generally found in similar schools. There are no observed differences between the attainment of boys and girls. Higher attaining pupils at Key Stage 1 achieve well. At Key Stage 2 their attainment is sometimes hampered by poor presentation. Attainment in English during the inspection was good at Key Stage 1 and satisfactory at Key Stage 2. The school is successful in gaining proportions of higher levels of attainment, which are at least similar to those found nationally. The school is well placed to achieve the Key Stage 2 literacy target set for this year for 71% of pupils to attain Level 4 or above. The target has been exceeded for the last two years and could now be set higher.
76. In both key stages, speaking and listening is good. Pupils in Key Stage 1 are able to re-tell stories, such as 'Jack and the Beanstalk' confidently. They are curious about words and confident to ask for explanations when they do not understand. In Year 1 they are able to give explanations of words such as synonym, phoneme and strategy. They offer alternative viewpoints for stories that they read. Some are able to both give and receive positive criticism from their teacher and peers when discussing how to improve their writing. At Key Stage 2 lower attaining pupils are able to discuss photographs that show similarities and differences and argue a point of view. In lower Key Stage 2, pupils discuss their own ideas, about the books they are reading, such as 'A Bit of Give and Take' by Bernard Ashley. They offer their own opinions as well as listening to the views of other pupils. In upper Key Stage 2, pupils talk confidently and clearly when discussing selected texts, such as 'Harry Potter and The Philosopher's Stone'.
77. Attainment in reading is in-line with national expectations at the end of Key Stage 1. During the inspection, many pupils in Year 2 read confidently and accurately from a range of texts and achieved above the expectations for their age. Some read with good expression and use a range of strategies to read unfamiliar words. Higher attaining pupils can readily identify whether their reading makes good sense and are consistently able to correct their own mistakes. The school has a very positive culture of reading and many opportunities are taken for pupils to practise their skills during the school week outside literacy lessons. Pupils throughout the school are very positive about their reading. They enjoy reading alone, in groups, and to others. They discuss their preferences with adults and each other. Older pupils in Key Stage 2 are encouraged to prepare for discussions about different

text, by first reading it for themselves and then preparing for the discussion. These strategies support the good progress that pupils make.

78. Attainment in writing at Key Stage 1 in 1999 shows pupils are below national standards, and in-line with those found in similar schools. During the inspection, however, many pupils consistently achieved at a higher level. Higher attaining pupils use written language well to express their views. They use very expressive vocabulary to do so. Examples of this include, 'scuttled up the tree like a crab' and 'zooming on full speed down to the ground like a torpedo' when describing movement in a creative piece of writing. In history when writing about the great fire of London, one pupil comments that 'London was turning into a war zone' when describing the way that the flames spread throughout the city. By the end of Key Stage 2 many pupils are able to use extended sentences, interesting adjectives, lively and sustained ideas to get their message across to a variety of readers through a range of different genre, including persuasive texts that argue for and against keeping animals in captivity. On the other hand, lower attainers often leave work unfinished or barely started in their books. A significant number of pupils at all levels of attainment show a lack of care in their writing, often making mistakes in simple spelling, inconsistent use of punctuation and untidy presentation of their work. Work intended for presentation, for example in display, shows that they are able to present their work well when specifically required to do so. The handwriting of most pupils by the end of Key Stage 2 is joined and legible.
79. The quality of teaching, during inspection week was at least good in 70% of lessons in English, and never less than satisfactory. The National Literacy Strategy has been successfully implemented throughout both key stages. The most successful teaching occurs when teachers clearly identify their learning objectives and share these with their pupils at both key stages. Good modelling of their expectations, such as the work on re-writing a fairy tale in Year 2, and key vocabulary such as ambiguity, bias, fact, half-truth and opinion when working on persuasive text in Years 5 and 6, supports pupils and enables a high quality response from them. Some teachers use writing frames effectively to assist pupils in outlining the shape their writing will take. There is some very good target setting practice in Year 2 where pupils are given 'post its' with aspects of their work to improve or correct, during extended writing sessions. Pupils use these very effectively discussing them with each other and their teacher and improving their work accordingly. Where teaching is not as strong, there is insufficient use of guided reading and writing opportunities in the literacy strategy time, sessions tend to last for over an hour and are sometimes insufficiently planned to meet the needs of all groups of pupils. The good teaching seen is having a positive impact on standards, which are now good at Key Stage 1, an improvement since the previous report. The school has recently had a visit by the writer Errol Lloyd. This, together with a greater focus on teaching writing in Year 5, particularly in relation to Afro-Caribbean boys has had a positive effect in engaging pupils more effectively in writing.
80. There are some examples of writing in other subjects. Nevertheless, opportunities for extended writing in other subjects are insufficient. Strategies and techniques used in English lessons are not systematically supported or practised across the different areas of the curriculum. There are few opportunities taken to introduce text from different types of writing in the shared reading part of literacy lessons. Teachers' planning and schemes of work do not identify these links so that progression in these skills is limited.
81. Pupils' progress throughout the school is assessed annually through the use of published tests. Teachers are beginning to hold standardisation meetings to ensure that their judgements are consistent across and within year groups. Pupils with special educational needs are well supported by learning support assistants or one of the two co-ordinators. Planning is in keeping with the recommendations of the literacy strategy, and is generally satisfactory. Ongoing assessments are not yet always used effectively to support planning for individuals or groups in relation to specific learning objectives for lessons. The additional funding made available for booster classes in Key Stage 2 and the additional literacy support funded this year are monitored through regular meetings, but their success in raising attainment has not been evaluated.
82. Resources for English are sufficient and well used. The subject policy is in need of updating in-line with the literacy strategy. Strategies for assessment and the scheme of work are sound. Monitoring has not been as effective as it might have been, due to the maternity leave of the co-ordinator. Plans are in place to rectify this. The temporary co-ordinator does however have a reasonable school overview as she is also one of the two SENCOs and attends planning meetings throughout the school. She monitors pupils' books on a half-termly basis. All parts of the previous inspection report have been addressed, although the standard of presentation in Key Stage 2 continues to require improvement. Teachers make good use of their knowledge of the national literacy strategy and teach basic skills well. This is sometimes at the cost of more extended or creative work in Key Stage 2. The current co-ordinator for English is also the named governor. This is not best practice as parents wishing to discuss issues with a governor rather than member of staff are unable to do so.

83. The two separate libraries have been amalgamated into a single library since the last inspection. This is now a pleasant learning environment that is fully used by all classes for book exchange. Some teachers use this opportunity to teach specific library skills. Year 1 show that they are able to work quietly and return books to the correct shelves when they have finished with them. In Year 2 many pupils know where to find non-fiction books on particular subjects and are interested in reading them. By Year 5 and 6, the majority of pupils show that they can skim and scan books for relevant information and understand what content pages and glossaries are. They are able to use a variety of methods to find books including the non-fiction index. These skills are not taught as part of a coherent strategy throughout the school. Some of the best practice is in Year 4. Task cards are used to find and research specific books and topics. However it is used mainly when pupils do not have books to change. All classes have reasonably well stocked book areas with both fiction and non-fiction. Many old, worn and inappropriate books have been replaced in the main library but it does not yet have a sufficient quantity of high quality non-fiction books. Some pupils are disappointed when they are unable to find books to support their individual library research. The school's development plan does not identify ongoing funding to both replace and add to the collection year on year.

Pupils with English as an additional language

84. The school has successfully taken steps to eradicate the weaknesses in the provision for pupils with an additional language. These weaknesses, which included poor teaching, irrelevant and unchallenging activities, and lack of progress, were identified during the 1996 inspection. This provision is now good. The ethos for learning for EAL pupils is strong.
85. Key priorities of the programme are to access pupils to literacy and numeracy skills and through these the whole curriculum. Pupils with English as an additional language are represented across the whole ability range, and achieve standards and make progress commensurate with other children. They are part of the Ethnic minority, travellers and Asylum Seekers Achievement Grant (EMTAG) project, which extends to other groups, including under-achieving Afro-Caribbean children, and also travellers and refugees (although there are none in the two latter categories at present). Children in the project have good attitudes to learning and are keen to succeed. There are three EMTAG teachers, all part-time. One leads the team and supports the others. The team planning approach in the school supports the process.
86. Much of the teaching takes place as support within classrooms, and EMTAG teachers plan with class teachers and enter into good working partnerships. Where pupils are withdrawn, this is based on planned short-term gain for pupils against specific needs/targets. They are returned to class before dependency sets in, for continuing support in-class. The work of EMTAGs is targeted to different parts of the school through the year, usually in half-termly segments, to meet specific current priorities (for example writing at Year 5/6). The aim of the project is to access children with EAL to the same curriculum as other children, and most teaching is parallel to that of the other children. A strength of the work being done is that it uses the whole curriculum as a context for pupils to acquire English skills. A design technology lesson was observed which was strongly supported in terms of pupils gaining vocabulary and producing guided writing on what they were doing. Pupils withdrawn in a group were also observed; they were appropriately challenged, working on a difficult story, which was also the basis for the work of the other children in the main classroom. In the lessons seen, the teaching was at least satisfactory.
87. Pupils are assessed by determining the EAL stage the pupils have reached. Detailed criteria are listed and marked off on a best-fit basis as the child progresses through the stages. These stages are used for monitoring returns to Local Education Authority. Short-term formative assessment is within the planning and is done between EMTAG and class teacher – a strength of their joint planning sessions. Examples were seen of lesson plans with the EMTAG teacher's evaluation, which lists learning gains and needs in enough detail to inform future planning.
88. One of the priorities of the project is to work in partnership with EAL parents. Although the school has mechanisms for keeping these parents informed, they are not sufficiently proactive, and there is no strong evidence of parental involvement in the work of their children.

MATHEMATICS

89. The current cohort of Year 2 pupils has made good progress. Lesson observations during the inspection, a scrutiny of work undertaken during the current school year and discussions with pupils during lessons indicate that the majority are on course to attain standards above those expected nationally at the end of the key stage in mathematics. Last year, they achieved test results in-line with the national average, and over recent years have maintained a position just above the average in mathematics. They are well above the average compared with similar schools.
90. In Key Stage 2, the majority of the current cohort of Year 6 pupils is achieving standards equivalent to national expectations for their age and a minority are achieving above national expectations for their age. The most recent test results (1999) indicate achievement just above the national average, and above the average for similar schools.
91. During the current year, the school has successfully adopted and implemented the National Numeracy Strategy. Under this new scheme of work and curriculum pupils undertake a wide range of work in all areas of mathematics. Samples of pupils work during the year demonstrate that pupils in both key stages have undertaken a variety of work on shape, space and measures, and have tackled a range of problems involving handling data and investigation. Lesson observations throughout the inspection confirm that pupils make good use of their numeracy skills in other curriculum areas such as music and information technology.
92. Most pupils in Year 1 are using appropriate mental strategies to solve simple number problems and know by heart all the pairs of numbers with a total 10. They understand the operations of addition (as 'sum' and 'plus') and subtraction (as 'take away', 'minus' and 'difference') and are using the related vocabulary. They are counting on and back on a number line by 'hopping' along the line, understanding that 'you go forward' to add and 'go back' to subtract. They are able to add and subtract a single digit to/from a single digit without crossing 10, for example, $17 - 5$. A small group of pupils are working below expectations and need considerable assistance with the concept of a number line, however. The majority of Year 2 pupils demonstrate good numeracy skills. They are able to describe and extend simple number sequences, quickly and accurately counting up and down in 10's, for example. They can name the 'four operations' and use them appropriately in conjunction with a variety of calculation strategies to solve 'story problems', identifying relevant information. They understand, for example that 'altogether' requires addition, 'each' usually requires division, 'how much is left' requires subtraction. A significant proportion of pupils are making up their own problems with two digit numbers divided by or multiplied by a one digit number independently, choosing and using appropriate operations to solve word problems and explaining their methods and reasoning. In Key Stage 2, most Year 4 pupils are counting forward and back in 2's and 4's, recognising and extending number sequences in steps of constant size, although the majority struggle with sequences of 8's. They are using the relationship between addition and subtraction; for example, understanding that if $364 + 80$ equals 444, then $444 - 80$ equals 364. Similarly, they are extending and developing their understanding that division is the inverse of multiplication, knowing, for example that if 6 times 4 equals 24, then 24 divided by 6 equals 4. Pupils in Year 6 demonstrate satisfactory recall and speed of recall of the 6 x table facts. They are using the language associated with probability to discuss events, providing such statements as: 'It is impossible that you can throw a total of 12 with 1 dice' and 'Two is the most unlikely total for two dice because there are only two numbers that can add up to 2'. The presentation of mathematics work varies considerably through the school. Most work is undertaken on worksheets and this has an adverse effect on the overall presentation, that is, 'setting out' of pupils' work. It is also limited in the extent to which it can provide clear evidence of pupils' progress through the year.
93. The quality of learning in lessons observed varied from very good to satisfactory at Key Stage 1 and was good overall. In Key Stage 2, the quality of learning in lessons ranged from good to unsatisfactory and was satisfactory overall. The quality of learning and the progress made is linked directly to the quality of teaching in individual lessons. Teaching in Key Stage 1 ranged from excellent to satisfactory and was very good overall. In Key Stage 2 teaching ranged from good to unsatisfactory and was satisfactory overall. Where teaching was good or better, in both key stages, teachers ensured pupils were well motivated, pace was at least satisfactory and classroom management skills were effective in ensuring pupils remained at their work. Where teaching was unsatisfactory, in one lesson at Key Stage 2, pupils made little progress due primarily to the slow pace set, leading to some inappropriate behaviour and limited learning during the lesson. In most cases teachers use a good range of strategies to motivate and interest pupils. They follow the recommended numeracy lesson

format and programmes of study closely, plan lessons well, provide a good range of resources and use praise and questioning well. They ensure all pupils are paying appropriate attention, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practice what they know. In a small minority of lessons, the recommended 'quick mental activity' at the beginning of the lesson failed to move at a sufficient pace to motivate or interest the pupils. Similarly, although most teachers plan very well for three or four levels of ability within the class, providing well-levelled and appropriate work for each group, in a small minority of cases, work was differentiated solely by 'outcome'. In these cases, pupils undertook the same activity regardless of their ability and progress was determined by how much of the worksheet pupils managed to complete during the lesson. Pupils with special educational needs are catered for appropriately in teachers' planning with suitable tasks and additional support, and, where teaching is satisfactory or better, they make satisfactory progress overall towards the targets set for them.

94. Pupils' attitudes and behaviour in mathematics lessons are very good overall at Key Stage 1 and good overall at Key Stage 2. In most lessons pupils enjoy and are enthusiastic about their mathematics work, especially the mental and oral activities. They respond well to their teachers and work together well without the need for constant teacher-intervention. In the one lesson where attitudes were judged to be unsatisfactory, this was a direct result of the quality of teaching in that lesson.
95. The school has implemented the National Numeracy Strategy effectively. Resources for the subject are satisfactory overall and funding has been allocated to purchase additional resources to support the numeracy strategy. The co-ordinator for the subject is very enthusiastic and is in the process of monitoring the teaching of mathematics throughout the school and providing useful 'model' lessons for staff and for parents.

SCIENCE

96. Since the previous inspection in 1996 standards have remained largely consistent. Teacher assessment at the end of Key Stage 1 shows that pupils' results were below the national average for middle ability pupils, but were above the national average for pupils attaining the higher level. Pupils attained standards that were at least in-line with the average for similar schools. The percentage of pupils who attained the higher level was very high in comparison with similar schools.
97. Pupils in Year 2 can make simple predictions about how hard it would be to move a tray over different surfaces. They have a good understanding of scientific vocabulary. They are able to use terms such as thorax and abdomen to correctly describe the parts of an insect's body. The higher attaining Year 2 pupils can give simple descriptions of the functions of a plant's vessels and roots. However, some pupils in Year 1 do not observe and compare carefully enough.
98. Analysis of the 1999 Key Stage 2 test results show that the standards attained by pupils were below the national expectation, but were similar to the average for similar schools. Pupils attained standards that were above the national average in 1997 and in 1998. Attainment of the current cohort of Year 6 pupils is at least in-line with national expectations. The dip in standards in 1999 coincided with the removal of specialist support for science. Specialist support for upper junior pupils has since been reinstated. Lower junior pupils are able to suggest suitable criteria for sorting groups of materials on the basis of their properties. They use appropriate scientific vocabulary such as opaque, transparent and translucent. Year 5 pupils can identify which factors to change, measure and keep the same when planning an investigation into the growth of seedlings under different conditions. Year 6 pupils are able to use their scientific knowledge and understanding to predict that too much warmth would cause water to evaporate and result in poor growth of the seedlings. Pupils in Year 6 can give good descriptions of the functions of the human skeleton as well as the main parts of a green plant.
99. Teaching is satisfactory in Key Stage 1 in the majority of lessons. In Year 2, teaching is good where teachers give clear explanations, focus on the learning objectives for pupils and use a variety of teaching strategies effectively. This ensures that pupils are clear about what they are doing and are thoroughly involved in learning. Teachers manage resources well. 'Big books' were used effectively to help pupils identify some of the similarities and differences between insects, crabs and spiders. However, in one unsatisfactory lesson at Key Stage 1, the teacher did not develop pupils' investigative skills appropriately. Pupils were not given opportunity or guidance to make proper observations or comparisons when showing them different seeds, or provide guidance or context when asking pupils to make predictions about the growth of the seeds. This meant that the majority of pupils made little progress in developing their skills of scientific investigation.

100. In Key Stage 2, 'The teaching is never less than satisfactory and was very good in the older classes'. Teachers' planning is thorough and group activities are well organised and supported by the teacher. In one excellent lesson, the teacher's high level of subject expertise has a positive impact on pupils learning. Lessons in upper Key Stage 2 are planned thoroughly with clear objectives for pupils' learning. They are characterised by high expectations, which are communicated effectively to pupils. The science specialist has a thorough understanding of the subject, which she teaches with obvious enthusiasm. A clear focus is set at the beginning of investigative work. For example, a real life context for an investigation into the growth of seedlings was used, in order to engage the class's attention. The lesson included focused questions and clear explanations. Key words were listed on the board, investigation prompt sheets were available and the group was able to plan their investigations effectively.
101. Pupils with special educational needs and those who speak English as an additional language make good progress in science lessons.
102. Pupils' attitudes to science are positive throughout the school. Pupils show interest in the subject and are enthusiastic about practical work. They are keen to contribute their ideas and to learn more. This enables pupils in both Key Stages to develop their scientific skills, knowledge and understanding. In Key Stage 1 pupils enjoy using new scientific vocabulary. In Key Stage 2 pupils work well together, listening to each other's ideas and sharing responsibilities for practical tasks. Pupils use equipment with proper regard for care and safety. The quality of pupils' written work is satisfactory in both Key Stages.
103. The curriculum provides a balance between the different areas of the programmes of study and there is an appropriate emphasis on practical science. However, there is insufficient time allocated by the school to science. This particularly affects pupils in Key Stage 2 where there is not always time for pupils to completely develop their full range of investigative skills, especially those involving drawing and interpreting graphs based on scientific data. Two teachers share responsibility for co-ordinating the subject. One of these teachers provides the specialist science teaching for pupils in Years 5 and 6. The school has recently adopted the Qualifications and Curriculum Authority exemplar schemes of work for science as a basis for planning. Teachers throughout the school value the specialist science input they receive during planning meetings. However, the monitoring role of the co-ordinators is insufficiently developed. The policy for science was last reviewed in 1997 and does not reflect the most recent revisions to the National Curriculum. The policy describes the aims and key principles of primary science education, but it does not contain any guidance on safety. The previous report stated that information and communications technology was not used efficiently in science. This has now improved. Pupils use CD ROMs to research scientific information and sometimes use computers to draw graphs.
104. Pupils in Years 5 and 6 are taught science in the specialist teacher's classroom. This provides a stimulating learning environment. There are adequate resources for teaching all areas of the subject.

ART

105. A satisfactory range of work in a variety of media is planned at an appropriate level for each year group. Evidence was provided by a limited number of lesson observations. In addition, there was a survey of work undertaken at both key stages during the current school year and on display in classrooms and around the school. In Key Stage 1 pupils make good progress and achieve good standards especially in the area of observational drawing, due to the good quality of teaching in Year 2. Pupils make satisfactory progress overall in Key Stage 2, and achieve satisfactory standards.

106. In Key Stage 1, Year 1 pupils illustrating the story 'Where The Wild Things Are' were recording what they had imagined, exploring the tools and techniques of drawing, using coloured chalks and collage. In Year 2, pupils making observational studies of flowers using paint and oil pastels were developing creative and practical skills to develop their visual perception. They understand the concept of colour mixing and colour matching and are experimenting with the media to create artefacts and images and appraising their own and others' work. A display of two- and three-dimensional work of a particularly good standard, based on studies of lilies, undertaken by pupils in the Year 2 classes was on display in the Infant hall. In upper Key Stage 2, pupils in a continuation lesson, were using a 'viewfinder' to isolate an area for close study when drawing their shoe, and were enlarging the image by 'squaring' the drawing and transferring it to another sheet of paper at a larger scale. In doing so they were developing their ability to record from direct observation and exploring and increasingly controlling the techniques and tools of drawing using pencils and oil pastels. A survey of work on display and in photographic evidence confirms that pupils have sufficient and appropriate opportunities at both key stages to develop an understanding of artists' work and apply it to their own; work was on display around the school based on the work of Picasso, Van Gogh, Monet and Warhol.
107. Pupils' response in lessons observed was good overall at both key stages. Pupils enjoy their art activities and, in the majority of cases, they respond well to practical guidelines and show pride in their work. Pupils work well, both together and individually, share resources appropriately and, in the best cases, work conscientiously without the need for constant teacher-intervention. The quality of teaching in the lessons observed was never less than satisfactory and was good overall at both key stages. Where teaching is good, teachers demonstrate good subject knowledge, maintain a good pace throughout the lessons, resource lessons appropriately, motivate pupils well and, through good one-to-one support, encourage them to evaluate their work in progress.
108. There is an appropriate scheme of work for the subject; elements such as painting and drawing, colour and texture are regularly revisited and pupils are provided with experience of a range of artists from different cultures. Resources for art are generally of satisfactory quality, are well utilised and are readily accessible. The temporary art co-ordinator provides teachers with appropriate guidance and resources for their art lessons.

DESIGN AND TECHNOLOGY

109. Only one lesson was observed during the inspection. The evidence from this lesson, together with examples of pupils' work around the school and in books, indicates that the pupils at both key stages achieve appropriate standards for their ages. Pupils' skills at designing and evaluating their work are broadly similar to those at the time of the previous inspection by the end of Key Stage 2. The time for design technology making activities has been shortened however and the range of opportunities decreased.
110. Pupils at Key Stages 1 and 2 have some opportunities to join materials together using card, fabric and paper, make working models and use construction kits. Pupils' work shows that they are able to make simple sliding mechanisms and puppets that they first design by drawing pictures and then sew or use collage to complete. At Key Stage 2 pupils design torches, make storybooks using levers and use a variety of food technology techniques by making sandwiches and biscuits that they then evaluate. By the end of Key Stage 2 they use cams to make moving toys based on models that they have seen. They use some technical vocabulary and discuss their understanding of how these models work.
111. The scheme of work does not show how design technology skills are taught and developed throughout the school. There is no clear overview of what pupils are expected to learn rather than do, each year. Time for design technology is blocked so that there is at least one module of work for each term. There is not sufficient guidance on the time to be allocated to the subject however, or its links with other subjects where appropriate. The subject is reasonably resourced for most designing and making work. However, there are no resources for control technology and an insufficient range of construction kits to allow for challenge throughout the school. There are no systems in place for assessing pupils' work or for evaluating the success of particular modules of work. This is one of the subjects where there is currently no co-ordinator in place. Since the last inspection design technology has had a low priority in the school's development planning and there is an insufficient overview of standards throughout the school.

GEOGRAPHY

112. In Key Stage 1 pupils attain good standards. By the end of the Key Stage pupils are able to draw simple routes and use keys to locate places on maps. Year 2 pupils understand the differences between physical and human features of places. They use appropriate geographical vocabulary, such as island, mainland, village, hillside and bay, when looking at a map of an imaginary island. In Key Stage 2 pupils attain satisfactory standards. Pupils in Years 3 and 4 are able to describe the physical features and climate of various holiday destinations. Pupils in Years 5 and 6 use map skills and aerial photographs to identify differences between Balham and Godstone. They are able to ask suitable questions for basic geographical enquiry and suggest how they might find answers. However, pupils do not ask the more challenging enquiry questions that would lead to higher standards.
113. Teaching in Key Stage 1 is very good and pupils make very good progress. Teachers identify clear objectives for pupils' learning in their planning and share these with pupils. Teachers use a good range of strategies to involve pupils in their learning. Teachers have high expectations and use questions to encourage interest and curiosity. A Year 2 teacher used pictures in a storybook very effectively to help pupils understand the differences between the physical and human features of places. She encouraged the use of geographical vocabulary and consolidated pupils' learning at the end of the lesson with a well-managed card activity. In Key Stage 2 teaching is satisfactory and the majority of pupils make satisfactory progress. Teachers identify clear objectives for pupils' learning and explain these to pupils at the start of the lessons. In a lower Key Stage 2 class, the teacher's questions helped pupils to talk about the weather and physical features of different places. The teacher did not, however, provide sufficient guidance to pupils on how to use an atlas to answer basic enquiry questions. Therefore, most pupils failed to make use of the atlases they were provided with. In an upper Key Stage 2 class, the teacher provided good support for pupils working in groups and helped them to identify geographical features from photographs of Godstone village. However, the teacher did not have high enough expectations of the more able pupils when they were asking enquiry questions.
114. Pupils with special educational needs and those who speak English as an additional language make good progress in geography.
115. Pupils in both Key Stages demonstrate positive attitudes to the subject. In Key Stage 1 pupils listen attentively and are keen to answer questions. This helps them to develop their geographical vocabulary and knowledge successfully. Pupils in Key Stage 2 co-operate well when working together and listen to each other's views. This enables them to examine source materials, such as photographs, in detail and to plan basic enquiry questions together. Pupils are keen to discuss their work using appropriate geographical vocabulary.
116. In both Key Stages there is sufficient emphasis on developing pupils' map skills and geographical vocabulary. There is a good emphasis on place and pupils have the opportunity to carry out some geographical enquiry. In Key Stage 1 pupils make use of the local area. They look at safety issues around the pedestrian crossing outside the school and visit the local shops. Pupils compare this place to their own locality. Key Stage 2 pupils study Godstone and there is an opportunity for pupils in Years 5 and 6 to further develop their geographical skills on the school field trip to Wales. There is at present no opportunity for Key Stage 2 pupils to study a distant locality. The school has recently begun to use the exemplar schemes of work from the Qualifications and Curriculum Authority (QCA). These schemes include work on distant localities. However, the amount of curriculum time given by the school to geography is insufficient to develop enquiry work of sufficient depth for the older pupils in Key Stage 2.
117. The two teachers responsible for co-ordinating geography provide useful guidance to planning groups. However, there is no policy for the subject and the monitoring role of the co-ordinators is insufficiently developed. Resources are adequate at the moment, but do not adequately match the units of work from the QCA scheme that will be taught in the future.

HISTORY

118. Standards of attainment in history in both key stages are in-line with national expectations and pupils make satisfactory progress. Little history was timetabled for the term in which the inspection took place as it is taught alternately with geography. No lesson was observed. Judgements are made on the basis of discussion with a group of Year 6 and Year 2 pupils, scrutiny of pupils' past work in their books, displays of pupils' work and an examination of relevant documentation.
119. Key Stage 1 pupils have developed a sense of chronology through last term's topic on The Fire of London. They are able to describe the cause of the fire, the changes it brought and its effects on the lives of people. They are beginning to identify some of the different ways in which the past is represented. Key Stage 2 have developed a sense of chronology through their topics such as Ancient Egypt, Romans and Victorians. They are able to describe the life style of rich people and contrasts to the hard lives of poor people. Pupils described with some feelings the hard life of poor children who had no schooling and had to work in the factories.
120. Pupils enjoyed talking about the subject and their attitudes to learning are good. They are developing an appropriate vocabulary and can relate important events and their effects on those societies. They are developing skills in finding out about the past, using a range of sources of information such as artefacts in the museums, pictures, photographs and printed documents. However, their understanding of the different ways in which the past can be represented is not well developed. Pupils' work on display indicates that their experiences are further enriched by establishing cross-curricular links with other subjects, such as information technology, design and technology, art, and music. However, their written work is generally confined to reading and answering questions from the work sheets provided. This limits the development of their skills of writing accounts to describe their own understanding.
121. The school has adopted the QCA's recommended schemes of work. This is used effectively to plan all the required key elements and to maintain progression and continuity in pupils' learning. However, assessment and record keeping systems are not fully developed. Two teachers from Key Stages 1 and 2 share the co-ordination of the subject. They support the staff with resources and in planning the topics. But there is no monitoring of teaching or scrutiny of pupils' work in this subject to measure progress in pupils' learning or assess standards of attainment.
122. No judgements regarding attainment and teaching were made in the previous report.

INFORMATION TECHNOLOGY

123. A number of whole-class information technology lessons, undertaken in the school's 'ICT Suite', were observed. Observations of pupils at work on the computers indicate that, by the end of Key Stage 1, they achieve above national expectations for their age. By the end of Key Stage 2, although pupils are achieving above expectations for their age in the area of communicating and handling information, their level of skills in the area of control, monitoring and modelling are less well-developed, making overall attainment at the end of Key Stage 2 satisfactory overall. Pupils in both key stages make good progress. This has been especially so in the year, since the new resources have been available and both staff- and pupil-confidence and competency has improved significantly. This relatively recent improvement explains the discrepancy in attainment at the end of both key stages. Although attainment at the end of Key Stage 2 is satisfactory with some very good features there is still room for further improvement as pupils' skills are built on year-by-year as they move through the school. Nevertheless, this constitutes very good improvement since the last inspection, when the school's information technology provision was judged to be unsatisfactory and the improvement of resources and curriculum for information technology was a key issue for improvement.
124. All the whole-class information technology lessons seen were undertaken in the recently opened 'ICT Suite'. This is a very useful resource with new, multi-media computers and printers and a good range of installed software. All classes visit the suite for one lesson per week and this allows a very good 'hands-on' experience for the pupils with a 2 to 1 ratio of pupils to computers. Because of this valuable, regular 'hands-on' experience during the preceding year, most pupils demonstrate an above-average confidence in the use of computers. The majority understand how to 'log on' to the system and are able to use the 'mouse' accurately, highlighting and selecting icons and negotiating through 'menus' with confidence.

125. In Key Stage 1, Year 2 pupils are combining previously learned skills to create a picture of a bee (in links to their science work) and add labels. They are able to 'log on' to the computer, find programs by navigating through folders, use the menus, mouse and keyboard confidently and know how to save and, with help, print their work. When adding colour to their outline drawings, they understand that a complete outline is needed to use the 'floodfill' tool. They understand the use of the 'spray-can', 'inkpot' and 'roller' icons and are able to change the thickness of the 'brush' tool. They are adding labels to their drawings, selecting the font size and using the shift key confidently to obtain capital letters. Year 2 pupils have 'IT diaries' on the computer, in which they record what they have learned in each lesson.
126. In lower Key Stage 2, pupils using the 'SuperLogo' program are inputting instructions to move a turtle around the computer screen. They are making appropriate decisions with the aid of information technology-based simulations and demonstrating awareness of their consequences, predicting which way and at what angle the turtle will move if given a certain instruction. In upper Key Stage 2, pupils are using information technology to explore and solve problems in real-life situations and developing an understanding of processed information, using information technology equipment and software to organise, re-organise and analyse information. They are setting up a 'spreadsheet' to calculate the cost of refreshments for a party. They are able to set up headings, inputting given information and inserting formulae, such as $= (B1 * C1)$, to calculate the cost of, for example, 9 packets of crisps at 10p a packet. A minority of pupils are able, without help, to use the 'Sum' formula to find the overall total cost of their party and are altering quantities of each item to meet their given budget.
127. The quality of learning in lessons seen at both key stages was never less than good due to well-planned and very well-resourced activities which motivate the majority of pupils well. Pupils are keen to work with the computers, work together appropriately, taking turns, and working independently where required. The quality of teaching in information technology lessons throughout the school is never less than good, and in some instances the lessons were very good. Teachers have good subject knowledge and confidence and demonstrate good classroom management skills. Where teaching was very good, in one lesson at Key Stage 2, the teacher had very good subject knowledge and motivated pupils very well with her own enthusiasm and the maintenance of a very good pace throughout the lesson.
128. The school has a good ratio of computers to pupils and a very valuable, well-utilised resource in the ICT Suite. Evidence provided shows that additional information technology equipment such as programmable 'floor turtles' are used effectively, although this was not observed during the inspection. The current subject co-ordinators are very enthusiastic about the subject and are adopting a government-recommended scheme of work for the subject, which complies with the requirements of the revised National Curriculum and will be fully in place by the beginning of the new school year.

MUSIC

129. In Key stage 1, the children attain good standards in music. They are able to sing in time, with good rhythmic awareness, and good recall of the words of many songs. Younger children understand the distinction between pitch and volume. Work with instruments, while it takes place, is less strong; there is no evidence of pupils playing instruments with awareness of pulse, or to accompany singing. Standards at Key Stage 2, while satisfactory, do not show significant improvement. For example, while singing is enthusiastic and committed, there is no improvement in quality from the previous key stage.
130. The teaching in the music lessons observed was good. In the infants, a singing assembly which combined much verve with some teaching to improve technique was excellent, and a delightful moment was when a Year 5/6 class returning from the library paused to join in with the infant singers, adding a second part with some aplomb. In all classes, music is taught by class teachers, and lack of subject knowledge in some cases is compensated effectively by the use of broadcasts with good teacher interventions using the pause button. However, the emphasis on singing is not complemented by comparable instrumental work, and there was no evidence that composing is part of the programme. This will need to be reviewed in order to bring the school into line with curriculum requirements from September 2000.
131. The children display good attitudes to the music lessons they receive. Some of the classroom singing does not match the quality seen in whole school singing lessons. This is not because of inappropriate

attitudes, but relates to the fact that pupils have to share pamphlets between three, and this means that they mostly sing looking downwards.

132. Apart from singing, the school does not display a culture of music. It is rare for the children to listen to music in assembly, and on the one occasion during the inspection when this did happen, it immediately added a new reflective dimension to the assembly experience. Apart from the weekly occasions, there is no singing in normal assemblies. The focus on literacy and numeracy has had some effect on the musical life of the school, for example it is some time since there was a major performance. There is lunchtime instrumental teaching, provided by visiting specialists, but this was not observed. Apart from this, there are no musical outlets for gifted and talented musicians. There is a well-stocked music room with a good selection of instruments including a range of pitched percussion and some electronic instruments. However, they currently receive very little use, and have no place in the teaching programme.

PHYSICAL EDUCATION

133. Standards in physical education are good in Key Stage 1, where pupils are starting to perform simple skills such as bowling accurately underarm and batting a ball on the volley or half volley. This is an improvement since the last inspection. At Key Stage 2, the standards are very good. Pupils of all levels of attainment perform very well, acquire a wide range of skills, and make very good progress. This is reflected in the school's good record in competition with other local schools, but is not restricted to the selected players; across the board, pupils have the opportunity to develop their physical prowess. Their achievement is recognised and valued.
134. A key reason for the high standards is the very good teaching. Teachers with very good subject knowledge were observed, particularly with the older pupils in each key stage. This was reflected in specific coaching skills where the teacher was able to recognise what individuals needed to do to improve, for example in the challenging athletic activity of triple jump. Not all the teachers seen possess this level of skill, but their work is supplemented by visiting coaches, for example by Wimbledon Football Club, Surrey County Cricket Club and The Lawn Tennis Association. Staff training is also carried out through the TOPS sports scheme.
135. Another feature of the PE in the school is the very good attitudes of the pupils. The school participates in the 'Kick Racism out of Sport' campaign, and on a day-to-day level good sportsmanship is encouraged and achieved. In a younger class, pupils were praised for accepting the decision that they were out with a good grace. In the older classes, children playing in a mini-hockey game without a referee did so with equanimity and an absence of any dissent. In the same game, a very athletic and eager pupil was mature in the way he passed to bring others into the game, and accepted their mistakes without rebuke.
136. The scheme of work provides a fuller PE curriculum than is found in most primary schools, with, for example, outdoor and adventurous activities planned for children as young as Year 3. This curriculum is 'aspirational' but a good proportion of it is actually taught. The school offers a very strong range of extra-curricular opportunities in PE. The one blemish in curriculum coverage is outside the school's control. There has been no swimming taught for over a year due to the unservicability of the school's pool. It has not been possible to obtain alternative provision at the local swimming baths. Plans are in hand to restore the school pool to use, but it is very costly, and continues to be delayed. This is particularly unfortunate as swimming was identified as an area of strength in the last inspection. This problem has to be addressed if the school is to fulfil its statutory obligations from September 2000.
137. The subject is well managed and adequately resourced. Outdoor accommodation in two asphalt playgrounds allows games to be taught successfully. The school has two good indoor halls. Swimming apart, PE is a strength of the school.

RELIGIOUS EDUCATION

138. Two religious education lessons were observed in Key Stage 1 and three lessons in Key Stage 2, providing sufficient evidence to show that pupils' attainment in religious education at the end of both key stages is satisfactory. The school follows the Lambeth Agreed Syllabus (1998) for religious education and will be adopting the recently published nationally recommended scheme of work for

religious education in the new school year.

139. Year 2 pupils considering what 'special' means to different people respond well to their teacher, talking about 'special' objects and places willingly and with confidence and listening attentively to their peers. They demonstrate appropriately respectful behaviour to religious material and artefacts – in one lesson, a Muslim prayer mat. They are beginning to use times of stillness and quiet positively, as in the 'Circle Time' activity where pupils talk about their 'special objects and places'. In lower Key Stage 2, pupils considering identity, relationships and the community recognise people wear different clothes for different purposes and jobs and are making simple connections between their own experiences and that of others. They listen positively to others and respond with their own ideas, telling their peers about their 'special' clothes and why these are special to them. In upper Key Stage 2, pupils working in groups were considering a 'Class Creed' based on their own and others' beliefs. They contributed and listened sensibly to each other's ideas about sharing with and respecting others and were able to give well-considered reasons for their rules.
140. The quality of teaching and learning in the lessons seen was never less than good, and in some instances it was very good. Teachers demonstrate good subject knowledge and use questioning well to test pupils' understanding and recollection. They sensitively encourage pupils to offer their own ideas and contribute to discussions. Pupils' attitudes and behaviour in their religious education lessons range from good to satisfactory at Key Stage 1 and from very good to satisfactory at Key Stage 2 and are good overall at both key stages. The co-ordinator for religious education is very enthusiastic, well informed and supportive of teachers. There is a developing and generally appropriate range and quality of artefacts and resources to support the curriculum and the subject co-ordinator has developed a useful 'RE resource room' which contains readily accessible books and other teaching resources.