

INSPECTION REPORT

TELFERSCOT PRIMARY SCHOOL

Balham

LEA area: Lambeth

Unique reference number: 100586

Headteacher: Jenny Martin

Reporting inspector: David Marshall
27681

Dates of inspection: 10 - 13 September 2001

Inspection number: 188555

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Telferscot Road Balham London
Postcode:	SW12 0HW
Telephone number:	020 8673 7362
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Appropriate authority:	The governing body
Name of chair of governors:	Mr George Gelber
Date of previous inspection:	30 April to 3 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Mathematics Music Physical education Information and communication technology English as an additional language	How high are standards? How well are the pupils taught? How well is the school led and managed?
1165	Peter Dannheiser	Lay inspector		How well does the school work in partnership with parents? Pupils' attitudes, personal development and attendance.
31819	Shirley Duggins	Team inspector	Science Art and design Design and technology Religious education Foundation Stage	How good are the curricular and other opportunities offered to pupils?
31822	Anne Newman	Team inspector	English History Geography Special educational needs	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Telferscot Primary School was founded in 1904, and occupies a small site in the middle of a residential area in Balham. It is a one-form entry school - and places are much in demand. This year they had 76 applications for 30 reception class places. They fill 25 nursery places every year. The pupils' attainment on starting school is broadly average and the area reflects a mixed intake. They have 18 per cent of pupils who claim free school meals - about the national average. Thirty-two pupils are on the special educational needs register, which is slightly above the national average, and one has a statement of special educational need. Twenty-one per cent of the children have English as an additional language - again slightly above the national average. Authorised absence is 0.5 per cent above the national average. The rate of unauthorised absence is roughly in line with the national average. The school benefits from their proximity to Tooting Bec Common. Over 90 per cent of children complete their education at Telferscot and some of the staff have worked with several generations of the same family. Staff turnover has not really been an issue at this school until recently as three staff members left last term.

HOW GOOD THE SCHOOL IS

In many ways Telferscot is an effective school. The quality of education provided is sound overall. The school is effective in raising standards, and pupils achieve well in the core subjects of English and mathematics. The quality of teaching is sound overall, but good in the Foundation Stage¹ and the children make a good start to their education. The new headteacher is already providing clear leadership and she is supported by an enthusiastic governing body. Despite these good features the lack of thorough planning and careful use of assessment limits the progress of pupils in a number of subjects. Overall, the school provides satisfactory value for money.

What the school does well

- The quality of provision in the Foundation Stage is good and children make a good start to their education.
- The standards pupils achieve in the singing and performing aspects of music are well above expectations for their age.
- The school's provision for pupils with special educational needs is good.
- The attitudes, behaviour and personal development of the pupils are good. The school achieves a good degree of racial integration and harmony.
- The use and consistency of the support staff make a good contribution to the children's learning.
- The school's procedures for the monitoring and promoting of behaviour are good.
- The impact of the parents' involvement with the school is good. The parent/staff association is particularly effective.
- The administrative officers make a good contribution to the day-to-day and long-term running of the school.

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development - personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

What could be improved

- The curriculum is not well balanced. The amount of time and planning made available for information and communication technology, design and technology, art and design, religious education and physical education does not enable pupils to make satisfactory progress. The use of homework is inconsistent across the school.
- The use of assessment to determine what pupils know, understand and can do in order to plan effectively in the short and medium term is unsatisfactory in most subjects.
- The school building is in a bad state of repair, demotivating for all concerned and its deterioration is a cause for concern.
- The overall level of resources is such that adequate support cannot be provided for all subjects.
- The school's child protection procedures are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in April 1996 it was judged to be giving a sound standard of education overall for its pupils, with some good features. Since then the school has made satisfactory improvement and this judgement is as true now as it was then. The requirement of the last report to improve the management of pupils' behaviour to ensure greater consistency across the school has been addressed with particular success. The new headteacher is very clear about the direction the school is now taking, and the school's long-term financial planning is good. The monitoring and evaluation of teaching are beginning to be effective and the influence of the governing body is gradually being strengthened. The development of the school's subject co-ordinators had been managed very effectively, but three left last term and the school now has to rebuild this aspect again. Although some work has been completed on schemes of work for all subjects, and the procedures and use of assessment, there is still a considerable amount of work required.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	C	C	C	well above average A above average B average C below average D well below average E
Mathematics	C	B	B	B	
Science	B	B	B	B	

In the most recent national tests and assessments for pupils aged seven, standards were above average in reading and writing but below average in mathematics. Standards were also above average in reading and writing but well below average in mathematics when compared with results from similar schools. Pupils aged 11 achieved standards that were average in English, but above average in mathematics and science in these national tests

in 2000. These standards were also achieved when their results were compared to those in similar schools. The trend over the last three years has been one of continued improvement, and above the national trend. The targets set for the 2001 are for more improvement. Pupils' work in the core subjects of mathematics, English and science, seen during the inspection, reflects this improving picture as pupils make good progress. The standards pupils achieve in history and geography are in line with expectations for their age by the time they leave school. Pupils' attainment in information and communication technology, art and design, religious education, design and technology and physical education are below national expectations and in many aspects pupils make unsatisfactory and uneven progress as they go through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to work and to the whole life of school. They enjoy school and are keen to attend.
Behaviour, in and out of classrooms	Behaviour was consistently satisfactory and often good throughout the inspection, both in the playground and around the school. No bullying or oppressive behaviour was observed.
Personal development and relationships	Pupils' personal development is good. Relationships are good throughout the school and pupils are confident to ask for help when they need it. The relationships between pupils and between staff and pupils provide a stable and caring environment.
Attendance	Satisfactory. The school has good procedures to encourage pupils to attend.

It is an inclusive school that works hard to make all pupils feel welcome regardless of their ability and background and their efforts are valued and rewarded. As a result, pupils' attitudes, values and relationships have a considerable impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The quality of teaching is sound overall. During the inspection the teaching observed was good or better in just over half of the 52 lessons observed. In seven of the lessons observed it was judged to be very good. Only two lessons were judged to be unsatisfactory. The quality of teaching in the Foundation Stage was good. Here teachers plan a good variety of activities that cover all areas of learning, and enable pupils to make a good start to their education. Throughout the school, on a day-to-day basis, teachers plan lessons in English and mathematics well, so that they are interesting and provide

activities that motivate pupils effectively. They are careful to set work at the right level for pupils of differing ability. This level of planning is not consistent in many of the non-core subjects and as a result these are taught less well and pupils make less progress. In the best lessons teachers have high expectations of pupils, which results in the overall good behaviour and good progress. Pupils with special educational needs receive strong support. The teaching of pupils with English as an additional language is also well planned and effective. A significant strength in most lessons is the way teachers ask questions to encourage pupils and challenge their thinking and bring them all into the discussions. Pupils' responses are valued and this helps them feel good about themselves. They begin to concentrate well and learn to listen carefully to their teachers and to each other. In the best lessons the class discussions are lively and challenging, and lessons are of a good pace, but again this is not consistent in all classes. All teachers relate well to their pupils and they manage classes well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory in its breadth and balance. The planning in the Foundation Stage is good. However, in the rest of the school there is not sufficient provision in the non-core subjects of the curriculum to enable pupils to make satisfactory progress.
Provision for pupils with special educational needs	Good. Procedures and documentation are managed well and pupils receive good support in lessons.
Provision for pupils with English as an additional language	Good. Classroom assistants support pupils who speak English as an additional language well in many lessons. Good individual language plans support pupils with their learning in all their lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for the pupils' spiritual, moral, social and cultural development is sound. The provision for their personal and health education is good.
How well the school cares for its pupils	Procedures for the monitoring and promotion of attendance are good. Those for child protection and ensuring pupils' welfare are unsatisfactory. Teachers make sound assessments of academic work in the core subjects of English and mathematics, but procedures for monitoring and assessing pupils' attainment and progress are unsatisfactory in other subjects.

Overall, the school has a satisfactory partnership with its parents. They appreciate the way the new headteacher is trying to make better information available to them, and draw them into the life of the school more easily. The quality of information available to parents, in newsletters and reports, is good and improving.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher is providing a clear educational direction for the school and is developing the role of the senior management team by involving them more fully in school development. She has a clear vision of how she wants the school to develop and is well placed to make further improvements.
How well the governors fulfil their responsibilities	The governing body has a clear understanding of the strengths and weaknesses of the school. Although they provide willing support to the school staff, their monitoring role to evaluate the school's provision has still to be fully developed.
The school's evaluation of its performance	The recent change in leadership has limited the school's ability to evaluate the quality of its work. Systems are now in place to monitor teaching and learning and the school is well placed to make improvements in this area.
The strategic use of resources	The school now has a clear development plan to guide the use of resources in this current year, and this is enabling greater progress. The headteacher is working to set priorities and allocate resources for the future. The headteacher and administration officers are careful to obtain best value when making all purchases.

The current level of staffing is adequate to meet all the requirements of the National Curriculum. However, changes forced on the school, and the problems of recruitment, make it difficult for them to ensure this continues to be the case. The school accommodation is in a poor state of repair. The level of resources is barely adequate to meet the needs of all pupils and the National Curriculum. The good partnership the headteacher is beginning to forge between all staff and governors is creating a supportive learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in school is good. • The school is well led and managed by the headteacher. • The school expects their children to work hard and enables them to become mature and responsible. 	<ul style="list-style-type: none"> • The amount and type of homework. • The children's progress in some non-core subjects. • The information they receive about their children's progress. • How closely the school works with them. • The range of activities provided outside lessons.

The number of parents who returned the questionnaire, the strength of feeling at the parents' pre-inspection meeting and the number of parents who came to talk to the inspection team, are indicative of the concern some feel about the school at present.

Inspection evidence confirms that those aspects the parents like are strengths of the school. The new headteacher has made great efforts in a short time to improve the information parents receive about their children and the school in general. She is also working hard to involve even more parents so they can now work more closely with the school. Inspection evidence agrees with the parents' anxiety about the progress that their children make in some non-core subjects, the consistency of homework, and the range of additional activities the school currently makes available for children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter school with average levels of attainment in their language, social and mathematical development. During their time in the nursery and reception, they make at least good progress across all areas of learning. As a result, most children achieve the goals for early learning identified for the Foundation Stage. They listen with increasing attention during whole-class reading sessions, and become enthusiastic about books and stories and learn the sounds and formation of letters. All have regular opportunities to 'count' and to compare size and shape, and enjoy outdoor activities and explore colour and textures with enthusiasm.
2. The overall standards in reading and writing at the end of Key Stage 1 in 2000 were above average when compared with the national test results of other schools. Pupils come into the school with average skills in speaking and listening and relate well to each other and adults. This increases their ability to focus on the tasks that are expected of them and so they make good progress. The teaching in the Foundation Stage is effective and enables all pupils to make significant improvement. However, in mathematics their results were below average when compared to all schools and well below when compared to similar schools. Despite the mathematics results the scores overall show improvement in the last three years.
3. In the last three years the school has made significant improvements in the core subjects of the curriculum² despite the fact that during this time the number of pupils with English as an additional language and pupils with special educational needs has risen. For instance, in 1998 pupils at the end of Key Stage 2 reached levels that were overall below the nationally expected levels in the core subjects. By 2000 this figure was above the national average in mathematics and science, and in-line with the national average in English. The school's average National Curriculum points for all core subjects has improved above the national trend over the last five years. The targets for 2001 were higher still and inspection evidence shows that the school should meet these. The school admits many pupils with special educational needs, there is increasing pupil mobility and there have been many recent staff changes. When these factors, which are beyond the control of the school, are taken into account, these results are testament to the school's success in meeting its own agreed targets for improvement in the core subjects of English, mathematics and science.
4. Pupils make sound and often good progress in the core subjects throughout the school. The headteacher has now set high targets for their achievement and they are beginning to see a more rapid overall improvement. Teachers have yet to analyse pupils' performances in all subjects in order to see where there are particular strengths or weaknesses, and to adjust the curriculum accordingly. Appropriate, and challenging, targets for all pupils, are often set related to pupils' behaviour and social skills, but not yet sufficiently in all academic subjects.

² The core subjects of the curriculum are English, mathematics and science. All other subjects are known as the foundation subjects - these are art and design, design and technology, geography, history, information and communication technology, music, religious education and physical education.

5. In the national statutory tests for pupils aged seven in 2000, the proportion attaining the levels expected in reading and writing were above the national average. When compared with those of pupils from similar backgrounds the reading and writing results were still above average. The number of pupils achieving the higher Level 3 was below the national average. Of pupils aged 11 in 2000 the proportion attaining the levels expected in English were average nationally, and average for pupils from similar backgrounds. The number of pupils achieving the higher Level 5 was above the national average. There was little difference between the results of boys and girls at both key stages. The pupils who are on the special educational needs register make good progress in English and are a testament to the good provision for their individual needs in this subject. Results of tests over the last three years show that the overall trend is upwards at the end of Key Stage 2 and above the national trend of improvement.
6. The year 2000 national assessments in mathematics for seven year olds showed that the proportion of pupils reaching the expected attainment Level 2 was above the national average. However, the proportion gaining the higher Level 3 was well below the national average. In the year 2000 tests for pupils at the end of Key Stage 2, the proportion of 11 year olds achieving the expected Level 4 was above the national average, and it was also above average for those gaining the higher Level 5. Comparisons with schools in similar social circumstances indicate that these results were well below average for seven year olds but above average for 11 year olds. Results over the four-year period to 2000 show that the school is raising levels of attainment above the national trend of improvement.
7. In 2000 the results of teacher assessments in science for Year 2 showed that standards were above average, but well below average when compared with those in similar schools. This was partly because relatively fewer pupils reached Level 2, which is the average level, but mainly because no pupils achieved the higher Level 3. At Key Stage 2 the results last year were above the national average overall and also above average for similar schools. The number of pupils achieving the higher level was well above the national average. There was little difference between the results of boys and girls and the school is raising levels of attainment in line with the national trend of improvement.
8. Levels of attainment in information and communication technology are below average in both key stages. At Key Stage 1 pupils can use a computer mouse competently to load and to draw, using a number of functions from different art programs. They are also able to use different word-processing packages. However, these skills are still at a very basic level and the opportunities they have had until recently have been very limited. In one Key Stage 2 class pupils build on their previous knowledge well. They can access the Internet and store data in word-processing programs and databases. However, this progress is inconsistent and older pupils do not yet achieve the standards of which they are capable.
9. Pupils in both key stages do not meet the expected levels of attainment in religious education in the locally agreed syllabus, although Key Stage 1 pupils have a sound knowledge of Christianity and can make comparisons with aspects of other religions. By the end of Key Stage 2, pupils have developed their understanding of world religions further but often do not have the speaking and listening and writing skills to be able to make relevant comparisons. Attainment is also below average in

design and technology and art and design, at the end of both key stages. Although pupils have sound skills in some aspects of physical education, their overall level of achievement is below average.

10. Pupils make sound progress in history and geography and achieve levels in line with those expected for their age by the time they leave school. In music, pupils make good progress in singing and performing, thanks to the enthusiasm of the specialist teacher. Their progress in composing is satisfactory.
11. Pupils' special educational needs are well identified in the Foundation Stage and learning difficulties are appropriately addressed at an early stage from the nursery onwards. In Key Stages 1 and 2, pupils with special educational needs have individual education plans and the targets set for their learning are specific and stepped in their approach; they inform teachers of the most effective strategies to help pupils overcome areas of difficulty. Most pupils with special educational needs make sound progress as they move through the school; in-class support and some teaching in small withdrawal groups enable them to make satisfactory progress in relation to their prior attainment.
12. Pupils with English as an additional language make sound and often good progress. Their individual needs are identified early and well. Classroom assistants give them good support and the planning is comprehensive and thorough. This enables them to take a full part in all class activities, receive all the requirements of the National Curriculum and achieve well in all subjects.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school are good. Their behaviour, relationships and personal development are also good. Average attendance levels are satisfactory.
14. All of the pupils spoken with during the inspection said they enjoy coming to school and feel well looked after. The school prides itself on being inclusive and pupils confirm this when they say that teachers, learning assistants and mealtime staff are kind and helpful and that they care well for them. The system of rewards helps them develop a good understanding of the impact of what they do.
15. Ninety-two per cent of the 62 parents who answered the pre-inspection questionnaire agreed that behaviour at the school is good and all said that their children like school. Pupils rapidly learn how to relate well to each other. In the playgrounds, pupils are adequately supervised and generally play well together in the three areas set aside for nursery, infant and junior pupils.
16. Pupils are considerate and helpful to visitors. They move in a careful and orderly way from the playground to their classes. There have been two exclusions for a limited number of days over the previous school year with one pupil involved. In classes, behaviour is mostly good. Pupils are generally well focused and sensible, although in some lessons seen, behaviour of a few pupils was unsatisfactory and occasionally poor, when pupils were not concentrating well, and were challenging and noisy. However, when pupils are given clear introductions to lessons and stimulating tasks, they are capable of a high level of concentration and application. For example, in an art lesson five year olds asked to mix colours were engrossed and carefully undertook the task, well supported by the three adults in the room. In a science lesson about the solar system, nine year olds worked well and with

- obvious enjoyment in discussion groups. In a history lesson observed, pupils concentrated well on the short educational television programme and followed up by writing careful summaries of what they had learnt.
17. Pupils are polite and courteous to each other, and to their teachers and learning assistants. They are friendly and helpful to visitors. Older pupils are mature and supportive of their school. In a singing assembly the whole school showed good levels of attention and although there was a certain amount of chatting, pupils from the youngest to the oldest heartily joined into the singing with obvious enjoyment.
 18. The children in the nursery and reception classes make good progress. Most children choose learning activities independently and are beginning to help tidy away efficiently. At the end of the Foundation Stage the majority of children show good powers of concentration and confidence to explore and play imaginatively with activities available. Behaviour is good during lunch times and pupils have learnt to queue with patience and to help clear their tray with the help of monitors.
 19. Attendance figures are similar to the average for primary schools in England. Registers are completed efficiently but the attendance policy does not specify when the registration should be completed. The school uses an optical marking system and a computer system helps them to analyse the figures. Some pupils take holidays in term time and this affects the figures. Punctuality needs improvement and the school is striving to better the figures. The school works with the education welfare officer who visits when needed.
 20. Pupils with special educational needs and English as an additional language are keen and are well supported. This is increasingly done within the classroom often by the learning assistants. Pupils move from task to task quickly and quietly. The few pupils with behaviour difficulties were well integrated in classrooms.
 21. Relationships between staff and pupils are never less than satisfactory, and often good. Pupils relate well and show respect for each other and for their teachers. However, the warmth of relationships varies considerably from class to class, as does the degree of positive encouragement.
 22. Pupils trust their teachers and know to whom they should go if there is a problem. They are given a satisfactory level of responsibility as they grow older through the school and enjoy helping out at lunch times, and at assemblies. There is only limited scope for pupils to take responsibility for their own learning and this links with the lack of investigative activities planned in the mathematics and science lessons. The lack of school clubs also reduces the opportunities for pupils to take responsibility for their own choices and activities.
 23. The elected school council has meetings chaired and minuted by staff. Nevertheless they give some older pupils useful experience and a real sense of participation, as does the recently constituted litter rota and green team to look after the school plants and grounds.

HOW WELL ARE PUPILS TAUGHT?

24. The overall quality of teaching was at least satisfactory throughout the school, and often good in the Foundation Stage and at Key Stage 2. The teaching observed during the inspection was judged to be good or better in 27 (52 per cent) of the 52

- lessons seen. Most of the seven (13.5 per cent) of very good lessons were in the Foundation Stage or at Key Stage 2. Only two lessons (four per cent) were judged to be unsatisfactory, which contrasts with the almost 20 per cent of unsatisfactory lessons at the time of the last inspection.
25. The overall quality of teaching enables pupils to make good progress in the Foundation Stage. In Key Stage 1 lessons, the progress is sound. In Key Stage 2, progress is also satisfactory and often good. Most teachers are aware of the very differing needs of pupils. The support provided to pupils by classroom assistants and parents is good. Teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy and mathematics sessions when the teachers moved from whole-class teaching to group work.
 26. The teaching in the nursery and reception classes was good in the lessons observed, reflecting the hard work and dedication of the teachers. The planning clearly identifies what pupils are to learn and all activities selected are a good preparation for the pupils' start to the National Curriculum. The teachers are helped by the assessment co-ordinator to identify what is appropriate for groups of pupils of differing prior attainment. Pupils of all abilities are given good support and so their progress is good. Classroom organisation is good and the teachers do their best with the limited resources to achieve the Early Learning Goals for pupils of this age.
 27. The sound teaching at Key Stage 1 reflects the overall sound subject knowledge across the curriculum. The provision for some subjects is inadequate. Teachers have implemented the literacy and numeracy initiatives well overall. Planning in English and mathematics is generally sound and identifies clearly how groups of pupils of differing prior attainments are to be taught. For example, in mathematics, the Year 1 teacher plans a variety of practical work which pupils can undertake independently. Classroom organisation is generally good and the activities selected are appropriate to the identified aims in teachers' plans. Despite this sound picture, evidence of last year's pupils' work available in the non-core subjects, indicates that teaching in these subjects has been ineffective and not led to appropriate learning or progress by some pupils.
 28. Overall the teaching in Key Stage 2 is sound, with some strengths in the provision for English and mathematics. The teaching at this stage is characterised by good subject knowledge and understanding, and very clear planning, again principally in English and mathematics. The links between different subjects that the teachers occasionally make at this stage produce activities that are particularly valuable. The effective, but very different, teaching in Years 4, 5 and 6 is an example of where the individual teaching strengths of these teachers has been utilised to good effect through their careful day-to-day planning. A good example of the seamless planning was in the religious education and personal, social and health education lessons in Year 4. The religious education lesson was before and after the "circle time" session in the hall. In an introductory session to Christianity, the teacher accented the message of helping others. This led to the effective discussion on this theme in the circle, and was completed by the written work back in the classroom. What could have been disjointed was complementary and effective.
 29. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a

good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well, introducing new ideas with care and clarity. The ebullience of the Year 5 teacher was matched by the responses of the pupils as they made quick mental calculations to win a competitive game. All teachers are good role models, and the most effective teaching ensures that other pupils are also used as good role models too. This was particularly true of the music teacher who sang and played with real enthusiasm, and encouraged all pupils to do so. The resulting singing and performing from the older pupils was outstanding.

30. Teachers have good relationships with their pupils throughout the school. Most praise pupils to modify behaviour and reward good work. Instructions given to pupils are clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively which results in increasingly good behaviour. In a Year 6 lesson, the teacher was careful to use as good examples the completed work of one or two pupils who were displaying challenging behaviour. This kept their attention focused and that of others in the class.
31. Ongoing assessments to check pupils' understanding and progress were not apparent in many lessons. It was rare to see groups of pupils being targeted to check on the suitability of the lesson plans for the different levels of ability. Where assessments are made on a day-to-day basis, they are not always being used accurately and lessons are inappropriately challenging, especially in Key Stage 1. Marking varies throughout the school. The teachers of the younger pupils discuss their results, rather than just write comments in their books, and this is particularly effective. Homework is also used inconsistently. Although it supports pupils' progress in places in the school, in other classes it is perfunctory and makes little contribution to pupils' progress.
32. Pupils with special educational needs are mainly catered for by support assistants within the classroom. Appropriately differentiated work is provided by teachers and this generally matches their abilities and offers them the opportunity to experience success. Some teaching in small withdrawn groups helps special educational needs pupils overcome difficulties in language work. Most teachers refer to special educational needs pupils' individual education plans in their lesson planning and focus on identified difficulties. Relationships between teachers and special educational needs pupils are generally positive; praise is well used to motivate pupils and teachers are careful to show that they value the work and contributions of pupils of all abilities. Learning support assistants are well deployed in supporting pupils with special educational needs.
33. The quality of teaching for pupils with English as an additional language is good. There are a number of support staff who play an active role in planning jointly with the class teacher when giving in-class support. Good ongoing verbal feedback on progress is given to the class teacher. Observations of the support assistants and their overall support within lessons show how consistently effective they are. Their work is characterised by a regard to individual pupil's stages of learning English. The school is aware of the full range of language needs of the identified pupils and plans effectively with clear learning objectives and well-matched tasks, making good use of interesting and stimulating resources for young learners. Literacy and

numeracy lessons are planned well, particularly with regard to the vocabulary and language component of what is being studied.

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

34. Since the last inspection the school has made limited progress towards improving the balance between knowledge, skills and understanding in the teaching of all subjects and there is still some way to go. The curriculum for the younger children in the nursery and reception classes, the Foundation Stage, is well planned through a wide range of experiences that successfully reflect the Early Learning Goals. This is not effectively built on throughout the school as there is not yet a clear overview and guidance to ensure that the full curriculum is effectively taught. The curriculum for Key Stage 1 and Key Stage 2 is appropriately planned for the core subject of English. Mathematics is suitably planned when the emphasis is on number work. However, there are insufficient planned opportunities for pupils to use and apply their mathematical knowledge when solving problems. The quality of the science curriculum varies from class to class. There is lack of coherent planning to promote effective continuity and progression in pupils' learning. The scientific enquiry aspect of the curriculum that includes investigative skills is underdeveloped. To assist in developing the planning for the non-core subjects, the school uses the national guidelines from the Qualifications and Curriculum Authority.
35. Although the curriculum meets the statutory requirements in that all subjects are taught and have some time on the timetables, it is insufficiently balanced. There are policies and guidance for most subjects. However, many need updating and lack sufficient detail to guide teaching and learning effectively throughout the school. The school has identified in its improvement plan to review planning systems to make them more focused and more effective teaching tools. At present long, medium and short term planning is unsatisfactory. The recognition of specific skills, knowledge and understanding of what should be taught are not consistently identified in all subjects to support teaching, learning and assessment effectively. Planning for the use of information and communication technology across the curriculum is not effectively in place. Art and design, design and technology, physical education and religious education are not planned or implemented consistently. This results in lack of depth to the teaching and ineffective progression in pupils' skills, knowledge and understanding in their learning. The use of the musical expertise of a member of staff has a positive result in pupils' learning throughout the school.
36. The caring ethos of the school lays appropriate emphasis on the importance of equality of access and opportunity for all pupils, including those who have special educational needs and those with English as an additional language. They are well integrated into mainstream provision and appropriately differentiated work is provided for them in most classes to ensure that they have full access to the curriculum. Children in the Foundation Stage are included in the process of identifying special educational needs and are included on the special educational needs register. This is a positive step forward in enabling teachers to deal with particular learning problems at an early stage.

37. The school has introduced the National Literacy and National Numeracy Strategies successfully. These strategies have positive results in enhancing pupils' skills and interest particularly in numeracy.
38. Provision for pupils' personal, social and health education is appropriate. Personal development and the awareness of drugs are, in the main, approached through science lessons. The school is a pilot school for the Free Fruit for Schools project, which becomes nationwide from autumn 2001.
39. The provision for extra-curricular activities is unsatisfactory. There are occasional visits to enhance the curriculum but not the range normally found. Although a local project, the Trojans, runs an after-school programme on the premises there are limited activities provided by the school outside lessons. Over half of the completed parent questionnaires were critical of the range of activities provided by the school outside lessons, and inspection evidence supports this concern.
40. Suitable links are in place with community organisations. Arrangements are made for the police liaison officer, fire officer and dental nurse to visit annually and enhance topics studied in school. Community speakers have visited the school to speak about such topics as the history of the school and local community. The business organisation CITB has sponsored several projects in the school including buildings and structures and architecture workshops. The school has formed good links with Roehampton Institute and welcomes teacher training students. There are satisfactory links with partner schools. Pupils transfer to several other schools at the age of 11, some outside the immediate area. This makes it more difficult to build up close relationships. However, all pupils have the opportunity to visit their new schools prior to transfer and teachers are available to discuss their individual needs.
41. The school's provision for spiritual, moral, social and cultural development is satisfactory. Since the last inspection the school has worked hard to maintain the provision for social and cultural development.
42. There are a satisfactory range of opportunities throughout the school for pupils to reflect and be made aware of their own and others' spirituality. Daily acts of collective worship provide some opportunities for reflection. However, the overall planning of the curriculum gives limited opportunities to ensure that "awe and wonder" are infused through topics giving pupils regular opportunities to marvel at such things as the wonders of nature, art and music. Circle time is established to enable pupils to exchange deeply held views, to reflect on the opinions of others and draw on the lessons that might be learned.
43. Suitable provision is made for pupils' moral development. From their first entry into school pupils are taught right from wrong. As they progress through the school, teachers continue to act as good role models emphasising good manners, courtesy and fair play. The school is implementing a system of rewards and sanctions that is beginning to have a positive effect. Pupils' attitudes and behaviour in lessons are satisfactory. They are polite and helpful to visitors and are keen to share their work and achievements. Pupils work well in group activities, and listen to others' opinions, for example in a design and technology lesson when building a mobile to illustrate the solar system.

44. Provision for pupils' social development is satisfactory, and often good. Circle time successfully contributes to this by teaching them to take turns, co-operate and listen to others. The school council of representatives from each year group provides a line of communication between the children and the staff. Being early in the school term the full complement of members has not been chosen and meetings not yet held this term. Older pupils have the opportunity to attend a residential visit to promote educational, personal and social skills. Generally however, the opportunity to promote social development through visits and visitors to the school are limited.
45. The cultural development of pupils is satisfactory. Pupils develop their understanding of past cultures in history and art lessons. However, insufficient use is made of visits to outside resources to enhance their understanding. Pupils study a range of cultures, and their values and beliefs through their work in religious education. However, this is not consistent enough throughout the school to effectively develop sufficient depth of knowledge and understanding. Their understanding of other religions is suitably supported through learning about festivals such as the Chinese New Year, Eid, Diwali, Hannakah, Easter and Christmas. A good foundation is laid in the nursery class when they were observed listening to and participating in an Indian story told in English and Bengali.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The staff and governing body contribute to a caring school in which the personal needs of the pupils are met.
47. There is a positive atmosphere and the staff know the pupils well. Pupils say that the staff are kind and supportive. Pupils are aware of the impact of their actions and are frequently reminded of the consequences of their behaviour through the application of the discipline policy. Parents are asked to help resolve problems when necessary. Small rewards are given to pupils who have received recognition for good behaviour and when they do well, their actions are recognised with marbles in a jar by which they may contribute to class prizes. Pupils understand and appreciate the rewards and sanctions.
48. The school has identified the pupils with English as an additional language and the degree of their English understanding has been assessed. They make good progress. The school gives some extra challenge for a few pupils who show specific abilities in music. However, the range of additional opportunities or groups for more able pupils is limited by the lack of extra-curricular activities.
49. The monitoring of attendance is satisfactory. Staff work closely with the education welfare officer and parents when necessary. However the school only follows up any unexplained absences after a few days and the responsibility of doing this is left to the class teacher. Registers are marked for electronic reading and they conform to legal requirements. No late book is kept in the office to help discourage latecomers despite the school's concern about the level of punctuality.
50. There are satisfactory opportunities for pupils to discuss feelings, attitudes and behaviour with each other in circle time or other personal and social education lessons. There is a personal, social and health education policy. Although there is no formal system to ensure that all elements such as drug awareness and growth into adulthood are properly covered, it is clear from the good teaching that these elements are covered, either in science lessons, personal and social education or by special visitors, such as the nurse.

51. Staff are aware of child protection procedures but there have been no recent training sessions. At playtime, adults all of whom are also learning assistants in the classroom and therefore know the pupils very well, adequately supervise pupils.
52. One member of staff is trained in first aid and there are records of all serious incidents. There are regular checks on the safety of fire extinguishers and physical education equipment. However, there is no testing of portable electrical appliances and no log kept of fire drills or regular alarm point checks. Indeed not all of the premises are connected to an alarm system. The school undertakes regular health and safety audits of the premises and union representatives also inspect the school.
53. The site presents many problems. There has evidently been a long period of neglect, which has resulted in a gradual deterioration of the fabric of the building, the surfaces of the playground and the windows, floors and decorative state of the interiors. The interior doors and perimeter fencing are in a poor state of repair. These affect the staff and pupils' sense of well-being, and to the extent that lack of hygiene and trip hazards exist, their health and safety. Roof repairs, which were badly needed for some time, have recently been completed and the school is working hard to come to grips with other pressing problems. These will require considerable resources and staff commitment to resolve quickly.
54. Procedures for assessing pupils' attainment and progress are unsatisfactory overall. In the Foundation Stage, new assessment procedures are being implemented which are designed to provide a more focused overview of individual children's strengths and weaknesses.
55. In Key Stages 1 and 2, the focus on assessing pupils' attainment and progress is unsatisfactory. Samples of pupils' work are kept in pupil portfolios but the system used is not sufficiently informative and consistent to enable teachers to identify and address areas of weakness which require further reinforcement. School portfolios of work in the core subjects of English and mathematics have been effective in identifying areas of weakness, such as aspects of writing in literacy; this has enabled teachers to set targets for individual pupils to help them raise their standards of achievement. However, the introduction of a system of review and target setting, linked to the relevant level descriptors, is still in its infancy and has not yet enabled the school to attain a clear overview of areas of work in the core and foundation subjects which require further attention and reinforcement. Therefore, apart from those set in individual education plans for pupils with special educational needs and English as an additional language, the targets are insufficiently precise and focused to ensure that individual pupils know what they need to do next in order to raise their own standards of achievement. Review documentation indicates that the school has already recognised the need to clarify and amend its assessment and recording policy and outline plans have been drawn up to improve practice in this area.
56. Assessment criteria for specific tasks are not generally shared with pupils beforehand and they have little opportunity to evaluate their own performance and to set themselves meaningful targets to improve their performance. Plenary sessions at the end of lessons are of variable quality and do not consistently give pupils the opportunity to draw their learning together and match their performance against the defined learning objectives. Marking of pupils' work is inconsistent in

quality and is insufficiently informative to show pupils how they can reinforce and extend their learning.

57. Teachers' use of assessment information to guide the planning of future work is unsatisfactory. Recording of assessment outcomes helps teachers to ensure coverage of National Curriculum Programmes of Study but it is not effectively used to identify areas of weakness in individual pupils' work. The planning of subsequent lessons cannot, therefore, focus precisely on strategies designed to clarify and address difficulties in subjects across the curriculum. Ongoing assessment is not systematically used to provide teachers with information on individual weaknesses that need greater focus in planning.
58. Procedures for monitoring and supporting pupils' academic progress are unsatisfactory; systems to monitor and evaluate the delivery of the curriculum and to oversee teachers' planning are underdeveloped. Portfolios in the core subjects are insufficiently moderated and annotated to ensure that all teachers have a common understanding of the expected standards specified in the National Curriculum. Reports to parents do not contain sufficient information to help pupils and parents understand what the next step forward in pupils' learning should be.
59. Systems for assessing pupils with special educational needs are satisfactory across the school. There are regular reviews of pupils' individual education plans; appropriate targets are set to help pupils overcome their difficulties and their progress is monitored. Support services are appropriately involved in the identification, assessment and teaching of pupils with special educational needs. The school identifies pupils who underachieve through having English as an additional language and on the basis of this assessment, both support assistants and class teachers identify specific needs and set appropriate targets, which are reviewed at regular intervals. These procedures are effective because they are shared thoroughly with all concerned, at every review stage.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. Eighty-seven per cent of those answering the pre-inspection survey said that they would feel comfortable approaching the school and this was the view of the parents spoken to during the inspection. They feel that recently the school has started welcoming suggestions and responding to complaints. It is clear that the school is reaching out to parents but it seems that not all parents yet recognise that the management style has changed. Few parents are able to visit and help in classrooms, even in the nursery or reception classes.
61. Only 55 per cent of the 62 parents answering the pre-inspection survey said that they felt well informed about how their children were getting on. This is a smaller proportion than for most other primary schools. At the pre-inspection meeting however, parents praised the weekly newsletters and the regular meetings they had with teachers. They acknowledged the value of curriculum meetings on literacy and numeracy, but felt they would like more. Again the recent changes implemented by the new headteacher have begun to alter matters in ways that many parents are beginning to appreciate.
62. Fewer parents are positive about information from the school than parents usually are, despite the information they now receive every half term about what their children will be learning. However, parents say that an area of recent improvement

has been the level of parental involvement and they express a strong belief in the future improvement of the school. Reports on pupils' progress are sent to parents at the end of the year. The format is simple to understand, consisting of comments on progress in English, mathematics and science and ticked scales against effort and understanding for other subjects. All other areas of learning and personal development are covered, and reference made to targets for the future. However, the depth of information is limited, although supplemented in discussion at the summer meeting with parents.

63. Pupils take home reading books and other homework, but there are home/school contact books that are not consistently in use across the school and there are no reading record books for parents and teachers to share information and questions if they wish.
64. There is a good parent and staff association, which arranges several popular events during the year. They are making an important contribution to the life of the school. They have succeeded in winning a "learning through landscapes" award and are planning improvements in the playground. There are virtually no clubs provided by the school either during or after the day and therefore parents do not have the opportunity to add their skills and enthusiasm to the school by contributing to extra- curricular activities.
65. Parents are informed about the work and progress of pupils with special educational needs. Good systems are in place to involve parents in the drawing up and review of pupils' individual education plans and many parents play a positive role in the progress made by their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. At the time of the inspection the headteacher had been in post for just a term. She already has a clear vision for the school, and is working hard to make sure all members of its community share this. This vision is well expressed in the school's improvement plan that she wrote, and is slowly being fulfilled. The headteacher has begun to put in place systems to monitor and evaluate the work of the school. She also demonstrates a strong commitment to creating and maintaining a caring ethos within the school for all pupils and helping them to establish very good relationships with each other and all adults.
67. The school's commitment to and capacity for further improvement are sound. If the present teaching staff could be retained, or the problems of recruitment alleviated, then this capacity for improvement would be good. The headteacher and staff are aware of priority areas for future development, and they have begun to address most of them. Systems are just being developed for monitoring the quality of teaching and learning, and the standards of pupils' work. This includes a whole-school monitoring policy, with an agreed format for feeding back to teachers on all lesson observations. Some subject co-ordinators are beginning to develop a good understanding of key strengths and weaknesses, but this process has been stalled by the loss of a number of co-ordinators who left at the end of the last term. Some co-ordinators have also observed lessons, but this aspect of monitoring is still developing in many subjects. Annual appraisal interviews, and the performance management process, support the professional development of teachers. The headteacher is also keen to ensure good training opportunities are provided for all members of staff, and is developing this aspect further. The school has sound procedures in place for the induction of new staff, and those who have started this term pay tribute to the effectiveness of this process.
68. The school has an appropriate policy for pupils with special educational needs. The special educational needs co-ordinator has a full-time teaching commitment as a class teacher but is allowed some non-contact time to monitor pupils' progress in the classroom and to ensure that targets set in individual education plans match pupils' needs. The special educational needs co-ordinator is diligent in supporting special educational needs pupils and keeps informative records that monitor progress and identify further strategies to support pupils. The special educational needs governor gives valuable specialist advice and is a frequent visitor to the school. In partnership with the learning support assistants, the special educational needs co-ordinator provides effective levels of support and avails herself of specialised training courses to further her expertise.
69. The governing body provides sound support for the school and is eager to help it improve further. However, it is only now playing a suitably active role in helping to stabilise the school's financial position. The governing body fulfils its statutory responsibilities. They have a sound committee structure in place, which deals effectively with issues relating to curriculum, finance, buildings, staffing, admissions and public relations. Governors bring a wide variety of expertise to their role, and have established good relationships with the school management and staff. Some governors have been able to visit lessons, hold discussions with teachers and co-ordinators, and gain some overview of standards in subjects. Strategies are in place for sharing this information with the full governing body, but their ability to ask relevant questions to check how well the school's plans for improvement are progressing is still developing. For example, they have not visited sufficiently to

gain a close overview of standards in key areas, and they play a largely passive role in the school's procedures for setting targets for national assessments. They also rely heavily on information provided by the headteacher when reviewing the progress made towards targets.

70. The school improvement plan is a detailed document linked to a series of realistic and relevant strategic intents drawn up by the current headteacher. It provides a good basis for managing school improvement, and includes whole-school targets for the current year, some of which focus specifically on raising standards. The main emphasis has been on updating schemes of work and beginning to implement monitoring programmes in order to improve teaching and learning. The action plans contain some links to finance, including the urgent necessity to provide new resources.
71. The school has enough staff to teach the curriculum effectively. They are hard working with a range of different experience and expertise. They are well complemented by a good team of skilled support staff, who are valued members of the school community and are well deployed and make a valuable contribution to pupils' learning in classrooms. There are appropriate arrangements for the appraisal of all staff.
72. The school's financial management systems are good and they always manage to secure best value in all purchases and site work. The use of new technology within the management of the school is still developing and plans are in place to include some analysis of information about pupils' performance to help inform target setting as agreed by the local authority.
73. In many ways the accommodation is unsatisfactory. This affects the staff and pupils' sense of well-being and motivation. There are two playgrounds, but both are uneven and have potential hazards. There is currently a lack of adequate outside play area for younger children. The actual fabric of the building is in a poor state of repair and almost all rooms need redecorating. Urgent attention is required for some of the perimeter fencing. The school is working hard to come to grips with other pressing problems with the building.
74. The range and quality of learning resources are unsatisfactory overall. Resources for information technology have improved significantly and are now good, as are those for music. The library has an adequate range of non-fiction texts, but the range of fiction is currently limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to raise the overall standards of pupils' attainment in all subjects, the governors, headteacher and all staff should jointly:
 - (1) Raise standards of achievement in information and communication technology, design and technology, art and design, religious education and physical education by:
 - ensuring that there is clear planning in schemes of work for these subjects that ensures full coverage of all learning requirements and identifies clear criteria against which pupils' achievements can be assessed;

- ensuring that teachers use homework consistently to provide further opportunities for pupils' progress.
(Paragraph numbers 8, 9, 26, 30, 33, 34, 38, 116, 118, 122, 133, 134, 149)
- (2) Ensure that both day-to-day and medium-term assessment procedures are agreed throughout the school and implemented more rigorously to inform curriculum planning so that all subjects are covered adequately. Teachers and subject co-ordinators should make careful use of all assessments made, particularly in the short term, to ensure that their expectations in all lessons are matched to pupils' existing knowledge and understanding and amendments to plans are made systematically. Also make sure that as part of the day-to-day assessment procedures, the school's marking policy is implemented consistently across the school so that all marking is clear and regular and pupils are provided with clear guidelines on how they can improve their work on a day-to-day basis.
(Paragraph numbers 31, 54, 55, 56, 57, 58, 114, 120, 133)
- (3) Raise the morale of all in the school and increase their motivation, and ensure their safety and welfare by:
 - taking urgent action to improve the overall standard of the school's accommodation and ensuring governors and senior staff inspect the school premises regularly in order to make risk assessments and to identify priorities for action;
 - providing improved outdoor play facilities for all pupils.
(Paragraph numbers 52, 73, 77)
- (4) Conduct an audit, and then provide an inventory of all resources in the school. Following this the governors should reassess the priorities in the school improvement plan so that an adequate level of resource provision is available for all subjects.
(Paragraph numbers 74, 101, 117, 132, 144, 150)
- (5) Provide immediate training for staff and governors to improve child protection procedures.
(Paragraph number 51)

OTHER MINOR ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- (6) Consider the role of the governing body so that they consistently monitor, appraise and evaluate the work of the headteacher and all staff so that they help to shape the direction of the school and act as the necessary "critical friend".
(Paragraph number 69)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	20	23	2	0	0
Percentage	0	13.5	38.5	44	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

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)	24	194
Number of full-time pupils known to be eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	48

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	20	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	19	19	19
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (86)	96 (89)	96 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	19	19	19
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (86)	96 (86)	96 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	12
	Girls	11	11	12
	Total	20	21	24
Percentage of pupils at NC level 4 or above	School	74 ₋ (62)	78 ₋ (72)	89 ₋ (83)
	National	75 ₋ (70)	72 ₋ (68)	85 ₋ (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	12	11	12
	Total	22	21	24
Percentage of pupils at NC level 4 or above	School	81 (69)	78 (69)	89 (76)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	3
Black – other	31
Indian	3
Pakistani	14
Bangladeshi	0
Chinese	3
White	94
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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)	9.4
Number of pupils per qualified teacher	21
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4.5
Total aggregate hours worked per week	112.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1.5
Total aggregate hours worked per week	48.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	623,051
Total expenditure	623,642
Expenditure per pupil	2,797
Balance brought forward from previous year	4,086
Balance carried forward to next year	3,495

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	48	0	0	0
My child is making good progress in school.	26	65	8	2	0
Behaviour in the school is good.	32	60	5	0	5
My child gets the right amount of work to do at home.	24	27	31	8	10
The teaching is good.	27	63	5	3	2
I am kept well informed about how my child is getting on.	23	32	32	6	6
I would feel comfortable about approaching the school with questions or a problem.	48	39	11	2	0
The school expects my child to work hard and achieve his or her best.	32	55	3	5	5
The school works closely with parents.	18	48	21	8	5
The school is well led and managed.	39	47	2	3	10
The school is helping my child become mature and responsible.	27	58	3	3	8
The school provides an interesting range of activities outside lessons.	15	24	26	29	6

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

76. Children attend the nursery on a part-time basis in the September or January following their third birthday. They attend full time for the term prior to entering the reception class. Children enter the reception class full time in the September or January whichever is the sooner following their fourth birthday. The Early Years education provided in the nursery and reception classes is good. There is a wide range of opportunities for spontaneous, well-structured and purposeful play activities to encourage and extend children's learning. Teaching and learning are good in all areas of the Foundation Stage curriculum, and there is good support from other adults.
77. In the nursery, there are many opportunities for children to explore, generate ideas and use their own initiative and imagination. The limited indoor accommodation is well organised to support learning effectively. The surface area of the secure outdoor area is in a poor state of repair. However, equipment, apparatus and safety mats are arranged with care and thought, successfully using the space for physical development and other activities. The reception class is suitably organised within the limited accommodation to give children the opportunity to further develop their skills, knowledge and understanding acquired in the nursery. There is no available secure outdoor area for the reception class. However, they use the school hall regularly for development of physical skills.
78. Teachers are developing their understanding of the expectations of the curriculum during and at the end of the Foundation Stage and plan well to ensure a clear and effective learning direction for children. They are at the initial stages of introducing a record of the progression of skills in each area of learning to enable regular assessment of individual children's progress and needs to effectively support them in reaching their full potential. Children with special educational needs and English as an additional language have full support from all staff to ensure progress.

Personal, social and emotional development

79. Appropriate induction procedures ensure that most children enter the nursery and reception with some measure of confidence. Children make good progress in personal, social and emotional development with most exceeding the expectations of the learning goals by the end of the Foundation Stage. Staff work very well together and provide good role models for children, treating each other and the children with courtesy and respect. Perceptive use of praise and encouragement gives children a positive feeling of self-worth and pride in their achievements.
80. In the nursery, children are learning to work and play together, although some children indulge in solitary play, failing to interact with others who are involved in the same activity. There are examples when children do play as a group, for example four children using different containers to fill a large one. Much excitement and delight was shown when it overflowed. Most children choose learning activities independently and are beginning to help tidy away efficiently. The majority of children show good powers of concentration and confidence to explore and play imaginatively with the activities available. Teaching is good in this area. The teacher and other staff successfully use all opportunities to further children's

personal, social and emotional development. Children are encouraged to fetch their own coats and dress when going outside and have suitably planned social interaction activities for example when children made the waves of the sea with a sari in response to a story.

81. In the reception class, children work well together. They are developing positive attitudes to learning and settle promptly to self-chosen and to teacher-directed tasks. The majority work happily alongside others. Most take turns and are developing an understanding of right and wrong. They settle quickly to the daily routines of the school, when joining in school assemblies or preparing for, and having lunch. Teaching is good, ensuring a balance of focused and free choice activities are easily accessible to help them become independent.

Communication, language and literacy

82. Language skills are at expected levels when children enter the nursery. Progress is good and by the time the children end their reception year indications are that nearly all will achieve the Early Learning Goals. In both the nursery and reception classes the children enjoy listening to stories and readily share books with each other and with adults. For example, nursery children listened attentively to a story read in English and Bengali. They enjoyed repeating some significant Bengali words and willingly participated in dramatising the story. They are given frequent opportunities to talk, extend their language skills and express themselves through conversation. Children's writing is in the early stages of development but they have a growing understanding of the purpose of writing and know that marks on paper communicate meaning. This was evident in children's attempts at letter writing.
83. In the reception class, children listen for sustained periods. From the outset they are encouraged to ask questions, which they do with growing confidence illustrating an interest in learning. Teachers and other adults give very clear explanations, extending the children's vocabulary still further as a result. Children in the reception class are introduced to the school library and they chose books eagerly to share with their parents. These children are introduced to the literacy strategy recommended for children in the reception class. This early in the school year children have not been introduced to individual readers but they have made a confident beginning to recognising the main characters from the reading scheme series. Most children are able to write their own name. They are given plenty of opportunities to write using a wide variety of crayons, pens and pencils. Children have made good progress in the short time they have been in school and indications are that most will reach the expected level by the time they enter Year 1.

Mathematical development

84. Children's mathematical understanding on entry to the nursery is in line with expectations. Through using a good range of suitable, first-hand, practical activities children make good progress in their understanding of number. The teacher and other staff use most opportunities effectively to consolidate and extend children's understanding of number. Appropriate use is made of computer games to make learning fun. Good opportunities are readily available to promote discussions on shape, position and measures. For example, the water tray with various size and shape containers to fill, empty and half fill. Play-dough is available for children to model and cut different shapes. They understand the comparative terms large and

small. Children learn number rhymes and action songs to support their counting to five.

85. Children in the reception class illustrate the good progress they made in nursery by successfully counting a range of objects to five. Many children recognise the number symbols and through play consolidate their knowledge of numbers. The planned systematic development of skills supports learning through suitable achievable learning steps. Many children can identify a circle, square and triangle.

Knowledge and understanding of the world

86. Nursery children have a suitably wide range of practical experiences that effectively develop a growing awareness and knowledge of the world around them. Opportunities to investigate construction materials are appropriately provided where children can select resources and initiate projects of their own, such as playing with construction kits and investigating how vehicles move. Children are encouraged to learn by direct use of their senses. While learning what clothes are worn for particular purposes children were encouraged to feel the material and discuss why that particular material had been used. They compare clothes worn by a child in India with their own clothes. Children show great interest and eagerly try on the Indian child's clothes. Adults use effective questioning techniques to extend their learning. Children use the computer with increasing control of the computer mouse.
87. The reception children make good progress through effective teaching in this area. Children know about their immediate surroundings and have quickly developed a sense of direction and location. They can recognise old from new and show interest in a photograph of the school some years ago, pointing out similarities and differences then and now. A good sense of time is developing through children's progress in knowing the daily routine.

Physical development

88. Nursery children show good physical development. Regular use is made of a secure outdoor area where children are learning to control wheeled vehicles and negotiate space with an awareness of others. They respond appropriately to instructions to stop and follow the guidance of teachers. Development is supported by well-judged intervention of adults to teach strategies to improve control and movements on climbing apparatus. Children are confident.
89. In physical education lessons in the hall, reception class children move freely with pleasure and confidence. They experiment with different ways of moving and control their bodies well. Confidence is evident when using the climbing frame and children show increasing co-ordination. Successful use of praise and encouragement results in improvement in children's movements. Children handle pencils, crayons and malleable materials with good control. The lack of a suitable outdoor area for the reception class restricts the development that children make.

Creative development

90. Children have a suitable range of opportunities to develop their creativity. In the nursery, children experience a suitable range of techniques and media such as paint, pastels and modelling materials. They show a developing confidence in their designing skills. They select and cut from a wide range of materials to make a

collage of a dress designed for their mother. Opportunities are available to explore colour and creativity on paper cut in different shapes. Paintbrushes are generally used correctly. Through purposeful mark-making with paint two children successfully created a painting together. Teachers' planning is focused on the systematic development of creative skills.

91. Reception children use a suitable range of techniques and media, increasing their confidence and skills. Resources are prepared well so children have access to a range of suitable media to express their own ideas. Children have appropriate opportunities to explore the qualities of untuned instruments. They recognise and name the tambourine, maracas and triangle. Many children know the tambour. They have good knowledge of the way instruments are played such as shaking, scraping or banging. Children are successfully developing their understanding of pitch and respond correctly to hand signals for high and low voices. The nursery children join the reception class for part of the music session, effectively building relationships between both groups. Much enjoyment is had singing songs together. Music is well taught by the reception teacher who is the music specialist in the school.

ENGLISH

92. In the National Curriculum assessment tests for which comparative data is available, attainment by the end of Key Stage 1 was well above the national average in reading and writing. The percentage reaching the higher Level 3 or above in reading and writing was well below the national average. Pupils' performance in the reading and writing tests was above the national average in comparison with similar schools. By the end of Key Stage 2, the school's performance in the 2000 tests was close to the national average. The percentage of pupils reaching the higher Level 5 was above the national average. In comparison with similar schools, its performance was close to the national average.
93. In lessons observed and work scrutinised, pupils in Key Stage 1 and in Key Stage 2 are achieving standards in line with national expectations. Speaking and listening skills are satisfactory in both key stages. Attainment in reading is satisfactory overall in both key stages, above average pupils attain good standards. The quality of pupils' writing is satisfactory overall in both key stages.
94. Pupils have appropriate opportunities to practise and develop their speaking and listening skills in lessons across the curriculum and during assemblies. In Key Stage 1, pupils learn to speak audibly and to increase their vocabulary. They show growing confidence in applying their knowledge to offer simple explanations in a range of subject areas and in discussing their story books. In Key Stage 2, many pupils make informed and articulate contributions to class discussions and ask relevant questions when their interest is aroused. Listening skills are less well developed, especially in areas of Key Stage 1 and the lower end of Key Stage 2, where some pupils have difficulty in listening to each other and to adults, especially when they are not fully engaged upon the tasks they have been given. By the end of Key Stage 2, listening skills show improvement and there is a growing readiness to take into account the views of others.
95. Standards of reading are satisfactory in Key Stage 1. By the end of the key stage, above average and average attaining pupils are acquiring a growing range of vocabulary and sound levels of word recognition. The majority of pupils can use

appropriate phonic strategies to tackle unfamiliar words, though lower attaining pupils are still at an early stage in applying these skills. Some of these pupils are slow to develop good reading habits and to enjoy their reading activities. Most pupils know the difference between works of fiction and non-fiction. By the end of Key Stage 2, above average attaining pupils achieve good reading standards; average and below average attaining pupils reach generally satisfactory standards. Above average and most average attaining pupils show growing proficiency in discussing characterisation and plot; their prediction, inference and deduction skills show progress. Appropriate measures are taken to identify pupils with reading difficulties and to provide them with extra help and support. By the end of Key Stage 2, many pupils are becoming independent readers with decided tastes and preferences for authors and for different genres of literature. However, some lower attaining pupils read hesitantly and with a limited range of expression; they are reluctant to hold a sustained conversation about their reading books. Library skills show progress in Key Stage 2; pupils can explain the purposes of glossaries and indexes and are generally aware of how to access books in a library. Some use is made of the Internet to access information, though this is limited across the whole school. Library resources are varied, though some of the stock is in need of replacement and replenishment.

96. Pupils in both key stages have an appropriate range of opportunities for writing for different purposes and their response to these is broadly satisfactory. Key Stage 1 pupils have a secure understanding of simple sentence structure and by the end of the key stage, average and above average attaining pupils can write paragraphs and begin stories appropriately. However, lower attaining pupils find writing tasks more difficult; they have a limited command of vocabulary, spelling standards are insecure and presentation of work is variable. Most pupils have a sound understanding of the sequence of a story but handwriting and punctuation are often inconsistent and letter formation and spacing are insecure. As they mature, most Key Stage 2 pupils can choose an appropriate style of writing to suit a particular purpose and record their learning suitably. At the lower end of Key Stage 2, pupils can use adjectives more effectively to add colour and interest to their descriptive writing and their poetry. However, the handwriting skills of a significant number of pupils are underdeveloped; many are still not writing in joined script and overuse of pencil does not encourage the development of secure handwriting skills. At the upper end of Key Stage 2, pupils' grammatical knowledge and understanding show progression and their work on characterisation, based on "Carrie's War" shows a deepening insight into motivation. Spelling remains a problem for a significant minority of pupils at the upper end of Key Stage 2, expression is sometimes insecure and pupils make insufficient use of computers to help them draft and redraft their written work and improve standards of presentation.
97. Pupils make sound progress overall in speaking skills as they mature and especially when their interest is engaged in the topic they are studying. Pupils listen more carefully at the upper end of Key Stage 2. Progress in reading is most evident when pupils are exposed to a wide range of interesting reading material; the variety of literature in the school library is limited and this discourages pupils from acquiring valuable habits of browsing among books and selecting material to further their interests. Writing shows some progress at the upper end of Key Stage 2; pupils plan their work more carefully and most pupils take greater pride in the presentation of their work.

98. Pupils with special educational needs are appropriately catered for and targets set in individual education plans are well identified and stepped in their approach. The special educational needs co-ordinator and learning support assistants know their pupils well and target their difficulties appropriately, especially in reading.
99. Response to provision in English is generally positive and interested. Most pupils are prepared to concentrate and persevere to overcome difficulties, especially when work is well matched to their abilities, is challenging and has clear learning objectives. Relationships between teachers and pupils are generally positive and mutually respectful; older pupils collaborate well together and work productively and amicably.
100. Teaching in English is satisfactory overall. Most lessons are carefully planned and appropriately structured to ensure adequate challenge. In the best examples of planning, tasks are well matched to all pupils' abilities, assessment criteria are shared with pupils and they are made aware of learning objectives. The pace at which lessons are delivered varies across the school; some younger pupils are kept sitting on the carpet for too long and this results in a loss of concentration and motivation. The use of a variety of teaching strategies and activities to sustain concentration is not a strong feature of some lessons; consequently, pupils lose concentration and do not give of their best. In the best practice, in both key stages, teachers challenge pupils rigorously with well targeted questioning, backed up by good subject knowledge. The pace of lessons is brisk and pupils receive informative feedback on the quality of their work and are made aware of how they can raise their standards. Where teaching is less successful, marking of written work is perfunctory and pupils have limited opportunities to evaluate their own performance and to set themselves targets for improvement.
101. Resources in English are adequate overall but there is room for improvement in the number and range of books provided in the library. Classroom resources are also adequate; the major genres of written English are appropriately represented. Information and communication technology resources are underused to develop pupils' information seeking, word processing, drafting and presentation skills.
102. The literacy co-ordinator has produced guidelines to support her colleagues in the delivery of the literacy curriculum. Appropriate systems are in place to enable the co-ordinator to observe her colleagues teaching literacy in the classroom and they have opportunities to pay reciprocal visits to her lessons. An audit process allows teachers to identify strengths and weaknesses in the provision of literacy; standards of spelling have been identified as an area requiring improvement through the use of a range of strategies and resources. Standards of writing by boys and the reading habits they acquire are other areas recognised as being in need of further attention. Portfolios of written work have been developed to ensure that there is common understanding by teachers of the expected standards to be achieved in literacy at Key Stages 1 and 2. However, assessment and target setting procedures are not sufficiently uniform across the school to inform pupils of what they need to do to raise their standards of achievement in literacy.

MATHEMATICS

103. In the 2000 national tests, the number of pupils reaching the expected level of attainment was below average at the end of Key Stage 1. In comparison with similar schools the results were well below average. In the same national tests, the number of pupils reaching the expected level of attainment was above average at

the end of Key Stage 2. In comparison with similar schools, their performance was also above average. At the time of the last inspection standards in mathematics at both key stages were in line with national expectations overall. The findings of this inspection are that Year 6 pupils are in line to attain average standards by the end of the year. This is due, in part, to the sound teaching at this key stage and the fact that the National Numeracy Strategy is clearly having an impact on standards now that it is being fully implemented in all classes.

104. The implementation of the National Numeracy Strategy has been a key feature in the school's bid to raise standards. As a result, pupils make good progress in learning the skills of numeracy across the school. However, there is a lack of appropriate planned opportunities for pupils to apply their numeracy skills in other subjects, such as science. The average standard of attainment of most pupils on entry to the school enables them to make good progress in the Foundation Stage. They make satisfactory progress in Years 1 and 2. The progress made by pupils at Key Stage 2 varies from class to class but is never less than satisfactory. Approximately ten per cent of pupils throughout the school are on the special educational needs register, and they make satisfactory progress in mathematics.
105. Inspection findings from classroom observations and analyses of pupils' work are that standards of attainment are now average at the end of both key stages. The youngest pupils can use and identify simple fractions. Their understanding of solving problems involving multiples of ten is developed well. Pupils in Year 1 recognise and count numbers up to 20, and most use appropriate mathematical language. Many can recognise and name a range of two-dimensional shapes and use measuring exercises to consolidate this learning. They are secure in their use of addition and subtraction to ten. In Year 2, pupils develop their ability in mental arithmetic by learning simple multiplication facts and most count reliably in twos, fives and tens. They routinely use and apply their knowledge of the four rules of number successfully, for example when playing mathematical games. Pupils collect and represent data using appropriate charts, and many can extract and interpret information presented in simple tables. The use of appropriate data handling computer programs is being well developed. By the end of Key Stage 1, most pupils work confidently with numbers to 100, and can carry out a range of calculations accurately. Current standards are above those of the 2000 tests and pupils' achievement is sound.
106. During Key Stage 2 pupils learn new concepts as well as consolidating previous knowledge and achieve well for their ability. In Year 3, pupils gain the required confidence to build on what they already know. By Year 4, some pupils work with numbers up to 1000, and some apply their skills to higher numbers. They build on earlier skills and are able to use fractions in more complex problem solving situations. They have a secure knowledge of the four rules of number up to two digits. Higher attaining pupils recall multiplication facts up to 10×10 , and the lower attaining pupils sort objects according to several criteria of shape, and appreciate angles as measures of turn. Pupils use bar graphs to collate, record and interpret data. By Year 5, pupils confidently round numbers to the nearest ten or hundred. All have a sound knowledge of fractions, including $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. They can measure accurately and interpret line graphs effectively. They regularly use their numeracy skills in investigations involving the four rules of number. At the end of Key Stage 2 pupils have a good grasp of multiplication facts and can quickly recognise pattern in number. They use a variety of mental and written strategies to solve problems. Pupils have a sound knowledge of the properties of different shapes and can

measure angles accurately. They collect data and represent statistics in bar charts, line graphs and pie charts using information technology. Those pupils with special educational needs reach appropriate levels of attainment, particularly when helped by the good learning support assistants.

107. At the time of the last inspection teaching was found to be sound. At Key Stage 2, it is now often good. In over 60 per cent of the lessons teaching was good. Overall, the teaching in Key Stage 1 was sound. Most teachers showed a good understanding of mathematics, which means that they make clear teaching points and answer pupils' questions accurately. There is a sharp focus in lessons on precisely what is to be learnt. This is shared with the pupils so they know exactly what is expected of them. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced. Most teachers plan and organise their lessons well and use a variety of strategies to keep pupils interested. Effective use is made of questioning to help pupils clarify ideas and to provide further information. Activities provided are adapted to the needs of the range of ability within the class. Very occasionally the pace of lessons is slow and pupils become restless. Teachers manage pupils well. They treat them with respect and value their contribution, and as a result pupils are attentive. A feature of several lessons was the way in which pupils enjoyed and rejoiced in the achievements of others, underlining the good relationships within the classes. Good support is given by classroom assistants.
108. Much effort has been put into raising attainment by the co-ordinator who left the school last term. She was particularly successful in ensuring staff were well prepared for the national numeracy initiative. She has monitored planning and teaching and provided good support. Her diligence is the main reason for the improvements in mathematics since the last inspection. The numeracy framework is now in place and resources have been increased. Although there is greater use of school and national tests to assist teachers' measurements of pupils' progress, the use of day-to-day assessment is not yet making lessons more appropriate for all pupils and additional work is required to raise the level of this important aspect.

SCIENCE

109. The results of the national teacher assessments for 2000 show that by the age of seven standards in science were above the national average with 96 per cent of pupils achieving the expected level for their age, Level 2. However, the percentage of pupils achieving Level 3 or higher was well below the national average as no pupils were assessed to be at this level. Inspection evidence shows that standards in science are in line with the national average. In the tests at the end of Key Stage 2 in 2000 pupils' standards were above the national average. The percentage of pupils achieving Level 4 or higher was close to the national average and the proportion of children achieving the higher Level 5 was well above the national average.
110. Since the last inspection overall standards in Key Stage 1 have remained in line with expectations and Key Stage 2 standards in national tests have remained above national expectations. Evidence from this inspection shows that the standard of Year 2 pupils' work, the end of Key Stage 1, continues to be in line with expectations. Within Key Stage 2, although standards are variable in the lessons observed, overall standards are in line to be at the national expected level at the end of the key stage in knowledge and understanding. Pupils' ability to carry out

investigations and fair tests is below expectations at the end of both key stages. This is principally because teachers provide limited opportunities for pupils to carry out their own investigations.

111. Year 2 pupils' work on animals and plants in the local environment is sufficiently detailed to ensure suitable progress in pupils' knowledge and understanding. They know that deciduous trees have leaves that change colour and fall in the autumn. Pupils compare these with the thick, waxy leaves of evergreen trees. Prepared worksheets suitably guide pupils' recording during their walk on the local common. However, the vast majority of pupils produce similar work and pupils' prior attainment is not used sufficiently to enable them to make appropriate progress.
112. At Key Stage 2, Year 3 pupils are slowly developing their understanding of materials that are transparent, opaque or translucent. They need much support to carry out a systematic investigation. Year 4 pupils show satisfactory knowledge of simple circuits as they recall previous experiences. They satisfactorily build and draw what has been achieved. The majority of Year 6 pupils have good knowledge of the parts of a flower. Their copies of diagrams are clear and neatly labelled.
113. Pupils' progress in science lessons observed during the inspection is satisfactory. However, when looking at pupils' previous work in books progress is not consistent in practical scientific enquiry. Insufficient use is made of communication technology to record work or interpret data or word process reports in science. The use of charts, graphs and numeracy skills is below average. Science makes a satisfactory contribution to literacy. For example, Year 3 pupils ask relevant questions to clarify their understanding of the use of materials using appropriate words such as transparent, opaque or translucent. Pupils with special educational needs are suitably assisted by teachers and support staff, and make satisfactory progress.
114. Teaching is satisfactory in both key stages. Teachers plan appropriately and use resources well. They are sufficiently knowledgeable, particularly in the knowledge and understanding of science. However, there is an inconsistent approach to scientific enquiry. There is a lack of progression in pupils' investigative skills throughout the school. Many teachers find out how much pupils know and understand at the beginning of a topic. However, this initial assessment is not always used effectively to guide teachers' planning. On occasions this results in lack of challenge and appropriate development and does not meet the needs of some pupils.
115. Because there is insufficient understanding of how scientific skills are developed throughout the school, there is no consistent approach to assessment and recording. This restricts teachers' ability to plan work that builds systematically on pupils' knowledge, understanding and skills from one year to the next. There is inadequate guidance to promote a whole-school approach to planning that contains sufficient detail to ensure effective continuity in pupils' learning and support measurable progression by assessment and recording.

ART AND DESIGN

116. During the inspection, it was only possible to observe lessons in one class at Key Stage 1 and two classes at Key Stage 2. However, from the displays seen around the school, scrutinising the limited evidence of previous work, teachers' planning

and from talking to pupils about their work, standards of attainment are below the standard normally found among pupils of a similar age at both key stages.

117. Previous inspection findings reported pupils' attainment at both key stages broadly in line with national expectations, though the narrow range of materials used affected the breadth of development and the development of a wide range of skills. There has been limited improvement in the range of materials available. However, due to a lack of consistency in teaching and regularity of lessons in the recent past, pupils' standards of achievement are below expectations in both key stages. The school relies on the Qualifications and Curriculum Authority scheme of work for guidance. Teachers' subject knowledge in art is variable with some lack of understanding of the progression of skills and techniques in art.
118. At both key stages pupils work with a suitable range of media and study the work of different artists. Year 5 demonstrate a clear understanding and recognition of the work of Picasso by their individual interpretations in his style. There is limited stimulus for extending the knowledge of the subject through studying art from other cultures. Year 1 make a good start to developing their paint mixing skills by experimenting with yellow and blue to make different shades of green. Year 3 develop their observational drawing skills by using a viewfinder to highlight the section of picture to draw. Self-portraits completed by each class in the school illustrate limited progression in the technique of drawing a portrait although they are overall telling representations of individuals. Year 6 demonstrate promising skills when sketching a vase of flowers. Some pupils acquire a secure sense of perspective and sizing with good observation skills.
119. Where teaching was observed it was satisfactory overall. Where teaching is good or better, staff have good subject knowledge and high expectations. Skilful questioning, appropriate planning and resources supports learning effectively. As a result, key skills are reinforced and important thinking skills are being developed. Pupils' response is good, most pay attention to detail and talk about their work with confidence. It is clear from teachers' planning that there is lack of clear direction in the development of skills, techniques using a range of media and three-dimensional work throughout the school.
120. The school acknowledges that the introduction of sketchbooks will help the development of skills and more regular opportunities for pupils to experience art and design will raise standards. The subject co-ordinator monitors teachers' plans and evaluates the outcomes informally. There is no assessment procedure in place to clearly identify pupils' progress, particularly in skills and techniques, to inform teaching and learning.

DESIGN AND TECHNOLOGY

121. During the inspection it was only possible to observe design and technology in Year 2, where pupils attained standards below those normally found at this age and Year 5 where standards were similar to those found nationally. From scrutiny of photographs, teachers' planning and talking to pupils, inspectors found that currently pupils make unsatisfactory progress in the development of knowledge, skills and understanding in both key stages.
122. During the previous inspection no lessons were seen at Key Stage 1, but the quality of work seen was below national expectations for the age group and there was little

evidence of the design element of the work. No judgement was made on standards at Key Stage 2. The present inspection found no evidence of better progress in the design element throughout the school. Year 5 is in the initial stage of designing a mobile, after experiencing work to find the capabilities and constraints of the materials they will use. Standards have not improved since the last inspection.

123. Not all teachers have an understanding of the requirements of the National Curriculum in design and technology. This means that skills are not taught systematically. As a result pupils have too few opportunities throughout the school to effectively develop and apply their knowledge and understanding.
124. Resources in design and technology are adequate and the range appropriate and accessible to both teachers and pupils. The subject co-ordinator has identified the need for more training for teachers to develop their own knowledge, skills and understanding.

GEOGRAPHY and HISTORY

125. Standards in geography and history are in line with national expectations at the end of both key stages. Teachers' plans and schemes of work are appropriately linked to the development of the relevant skills identified in the National Curriculum orders.
126. In Key Stage 1, pupils acquire secure chronological skills; most can sequence events and stories accurately and are familiar with the concepts of "old", "older" and "oldest" through their work on new and old toys. They show a growing awareness that life in the past was different from their own lives, have sound recall skills and can ask relevant questions about the past when their interest is aroused by artefacts and stories. Pupils become increasingly aware of change taking place over time and can provide simple reasons for these changes. Visitors who come to talk to children about their own lives in the past stimulate their curiosity and encourage them to seek out more information, for instance about holidays in Victorian times.
127. Key Stage 1 pupils are introduced to the appropriate geographical skills; they learn to draw and interpret plans and simple route maps of the school and their own locality. In Key Stage 2, pupils build upon the knowledge, understanding and historical skills developed in Key Stage 1. They develop their skills of historical enquiry through examination and evaluation of a range of artefacts related to, for instance, World War II. In Year 4, information and communication technology is used well to enhance pupils' study of the Tudors; good use is made of the Internet to access web sites that provide relevant and well illustrated information. Writing skills are encouraged by tasks that require pupils to produce newspaper articles for example on the marriages of Henry VIII. Good use is made of visits to some of the London museums and Tooting Bec Common is a major resource that is well used by the school for environmental, geographical and other studies. Key Stage 2 pupils acquire sound background knowledge of the history of World War II and can compare and contrast their own experiences with those of children during the Blitz who were evacuated to safety. They develop an empathetic response and strengthen their recall and selection skills.
128. In Key Stage 2, pupils develop the ability to use subject specific vocabulary in history and geography. Pupils work more confidently with maps; they work accurately with co-ordinates and extract relevant information from aerial photographs of their own locality. Their work on the water cycle is well illustrated by

diagrams and graphs and is reinforced by their historical study of water supply and disease through the ages.

129. Pupils make satisfactory progress in both key stages, especially when work is well targeted to arouse their interest and to match their abilities. They are able to make connections between their learning in other areas of the curriculum, though identification by teachers of cross-curricular links is underdeveloped in planning overall.
130. Pupils are generally interested and enthusiastic about their studies in history and geography. As they mature, they ask and answer questions and join in discussions. A good range of visits to places of interest such as Hampton Court enhances their knowledge, understanding and curiosity.
131. Teaching in history and geography is satisfactory overall in both key stages. Most teachers have good subject knowledge and place appropriate emphasis on the subject specific skills. Where teaching is at its most challenging, pupils are encouraged to seek information for themselves from a range of sources, including information and communication technology.
132. Resources are adequate, if limited. There are a variety of reference books accessible in classrooms and pupils can examine artefacts and manuscripts. Geographical mapping work is hampered by a shortage of up-to-date atlases and pupils have access to a limited number of CD-ROMs. The purchase of Big Books with historical and geographical themes is designed to encourage stronger links with literacy.
133. Schemes of work address the National Curriculum Programmes of Study and the development of the key subject skills. The co-ordinator has no allocated time to monitor the delivery of the history and geography curriculum in the classroom. She operates a system of scrutiny of pupils' work to monitor coverage and standards and has begun to develop a portfolio containing samples of pupils' work in these subject areas. The school still has to agree the levels expected for pupils at the end of each year group in the portfolio in order to encourage a common understanding of the expectations of National Curriculum history and geography. There is currently an underdevelopment of any structured assessment programme for history and geography and this makes it difficult for teachers to identify and address areas of difficulty in their planning of future work.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. Overall, standards in information and communication technology are below expected levels at the end of both key stages. Currently, pupils' progress in some aspects is unsatisfactory. The school is now able to offer a good range of opportunities to involve pupils with the subject because of the new information and communication technology suite and the good range of available software. However, pupils are not yet receiving adequate coverage of the subject to ensure that they reach a level of skill and confidence appropriate for their age by the time they leave school.
135. The current planning, based on national guidelines, is not yet being effectively implemented. The co-ordinator for this subject left recently and made it apparent

that a new policy and scheme of work for information and communication technology is a matter of some urgency for the school.

136. The Year 3 teacher has compiled a portfolio of work that she completed with her class over the last academic year. It contains good examples of all areas of work, and also good cross-curricular use of information technology. The way that pupils in this year group had accessed six different web sites on the Internet for weather information, and then used this to illustrate their own findings, was particularly effective. This example of good practice was not evident in other year groups, but is one on which other teachers can build in the future.
137. The school's new computer suite is a valuable asset that makes available to all staff equipment and software that is more than adequate to meet the requirements of the National Curriculum. During the inspection it was interesting to see the suite being used for Independent Learning Support for different year groups. This work, being guided by a very able classroom support assistant, is enabling pupils to have additional valuable experience of literacy and numeracy work through using the new technology. The way that the Year 4 and 5 pupils were completing this work also showed that they have very good keyboard and mouse skills, and understand how to use different types of software.

MUSIC

138. Pupils throughout the school attain above expected standards for their age in singing, and they all enjoy the range of activities provided. The performing activities provided by a number of teachers are a strength of the school, and enable those pupils with particular ability to achieve high standards. This is true of the annual productions that are performed to parents and friends. However, the range of opportunities for composition is currently limited because of the emphasis placed on performance of existing songs. In addition, there are a number of pupils who have expressed an interest in learning an instrument and the lack of any additional instrumental tuition is an area the school is currently investigating.
139. Younger pupils sing well and show good control of pitch, dynamics and rhythm. They read songs competently and teachers make good use of this ability in other lessons such as literacy. In the Year 2 lesson observed, pupils learnt a new song very quickly and with real enthusiasm. The teacher also used this occasion to reinforce the social and moral dimensions of the song well.
140. In discussion, older pupils told how they learn to create percussion parts to songs and can compose simple melodies. They have some knowledge and understanding of music from other cultures but the variety their pupils represent and bring to the school could be exploited further. Pupils can discuss their musical likes and dislikes well and in a very thoughtful and tolerant way. The way that the Year 6 class observed could keep a complicated three-part song going, make up their own actions and vary the dynamics as well, was particularly impressive. The many pupils involved in the recent school production of "The Sound of Music" were clearly at an above average level of ability in the presentation and evaluation of their own and others' performance.
141. The quality of the teaching observed was good. The lessons observed taught by the music co-ordinator were good. The planning of her lessons is good and she makes sure that pupils are kept interested and motivated. In the lessons she led

and the music assemblies, the way that she had the confidence to sing and demonstrate to the pupils was very effective. The influence of the music co-ordinator, who is also mainly responsible for the school productions, is apparent throughout the school. Although there is a much more structured approach to teaching music this term and greater guidance available for all teachers, there is still no system for assessing or recording pupils' progress in music from one year to the next. This means that some work is being needlessly repeated and pupils make less progress as a result. The range of musical resources has improved markedly since the last inspection.

PHYSICAL EDUCATION

142. During the inspection it was not possible to see lessons in dance or team games and so no judgement is possible on the attainment of pupils in these aspects of the programme of study. Pupils' standards in the aspects seen are below that expected of pupils aged seven and 11. Evidence suggests that by the time they leave school all pupils will be able to swim at least five metres and with about half being able to swim at least 25 metres.
143. Overall the standard of teaching observed in the four lessons was satisfactory. However, too often the activities provided were undemanding and did not lead to any significant improvement in performance. The level of expertise of some teachers is insufficient at present to provide pupils with the opportunities needed to improve their performances. In the lessons observed there was little evidence that pupils' ball skills are being adequately developed. In the Year 3 lesson, the skills practised were more appropriate for much younger age ranges and, indeed, younger pupils displayed throwing and catching skills similar or better than their older peers.
144. The school has yet to produce a scheme of work that will enable all the Programme of Study to be taught adequately. However, teachers' lesson plans show the activities to be covered and how skills can be developed. These plans form a useful basis but some teachers lack the knowledge to use them to the best effect as, for example, in the use of demonstration to show good technique. In addition, planning does not ensure that skills practised in the early years are repeated at a higher level in the older years. Resources for physical education are limited.
145. The lack of additional sports clubs limits the opportunities for pupils to develop and extend their skills. When these are presented to them for example when coaching staff from a local professional football team come to help in school pupils enjoy the experiences that greatly enhance their learning.

RELIGIOUS EDUCATION

146. Standards in the three lessons observed during the inspection, two in Key Stage 1 and one in Key Stage 2 are in line with expectations. However, scrutiny of work, teachers' planning and talking to pupils, indicates that standards are below those expected of the locally agreed syllabus.
147. By the end of Key Stage 1, pupils are gaining knowledge about the main Christian festivals such as Christmas and Easter, and are aware of famous Bible stories such as Noah's Ark and the miracle of the Five Loaves and Two Fishes. A visit to the local church effectively gives them insight to the significance of church furniture

such as the font. By the end of Key Stage 2, pupils are aware of religious practice in some major world religions, such as Christianity, Islam and Buddhism. They are aware of how rules such as the Ten Commandments, determine the way in which a Christian tries to live and behave towards others.

148. In the religious education lessons observed in Key Stage 1, pupils show satisfactory attitudes to learning. They listen attentively to Bible stories and enjoy participating in dramatisation of the story. Pupils settle to their work and concentrate appropriately. Key Stage 2 pupils showed great confidence and concentration with eagerness to respond to questions.
149. Of the three lessons observed, teaching was satisfactory in two lessons and good in the other. Where teaching is good the lesson is well planned and prepared, the quality of questions successfully focus pupils' minds and the plenary session effectively reinforces the main objective. From the evidence of the scrutiny of pupils' previous work, activities are directed too much by the teachers to enable pupils to reflect on their own experience and learn independently. Some aspects lack sufficient depth to effectively develop pupil understanding. Insufficient use is made of comparing festivals, beliefs and values of major world faiths for pupils to identify similarities and differences that will enable them to develop a clearer understanding. Through positive discussions pupils are eager to share experiences, ask questions and share concepts.
150. At present there is no co-ordinator, the newly appointed headteacher is overseeing the subject. Teachers' planning lacks sound coverage of the locally agreed syllabus. Pupils' learning is hindered by changes in the time allocated to the teaching of religious education throughout the school. There has been no recent in-service training for religious education to effectively promote teachers' confidence, knowledge and understanding of applying the requirements of the locally agreed syllabus. School-based resources are insufficient and local resources are underused.