

INSPECTION REPORT

FURZEDOWN PRIMARY SCHOOL

Tooting

LEA area: Wandsworth

Unique reference number: 101009

Headteacher: Mrs Monica Kitchlew-Wilson

Reporting inspector: Mrs Jayne Clemence
22629

Dates of inspection: 30 April – 3 May 2001

Inspection number: 190840

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Beclands Road
Tooting
London

Postcode: SW17 9TJ

Telephone number: 0208 672 3480

Fax number: 0208 682 3031

Appropriate authority: Governing Body

Name of chair of governors: Mrs Rosalyn Mand

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22629	Jayne Clemence	Registered inspector	Areas of learning for children in the Foundation Stage Music	How high are standards? How well are pupils taught? How well is the school led and managed?
1035	Graham Ellis	Graham Ellis		Pupils' attitudes, values and personal development How well does the school work in partnership with the parents?
12367	Anthony Green	Team inspector	Mathematics Physical education Religious education	How well does the school care for its pupils?
15023	Ali Haouas	Team inspector	Equal opportunities English as an additional language History Geography Information and communication technology	
24891	Jackie Johnson	Team inspector	Science Art and design Design and technology	
11353	Janet May	Team inspector	English Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Furzedown Primary School is situated in Tooting, and has 338 pupils between the ages of three and eleven. There are 151 boys and 161 girls, with 35 children attending the nursery. Children enter the nursery from a very mixed range of backgrounds, and a significant proportion have speaking and listening skills below those expected for their age. In addition, 41 per cent of pupils have English as an additional language; 22 per cent of those pupils are at the earliest stages of speaking English and receive additional support. Pupils come from a diverse range of backgrounds. This includes 41 per cent of pupils from a white ethnic heritage, and 13 per cent Indian. Seven per cent of pupils are from a Black Caribbean background and six per cent Black African. Three per cent of pupils are Pakistani and a very small minority are Bangladeshi. A small number of pupils are from refugee families. 22 per cent of pupils are known to be eligible for free school meals- a figure that is a little higher than the national average. 28 per cent of pupils are on the school's register for special educational needs- a figure that is higher than that found nationally, although only one per cent of those have statements of special educational need which is lower than that found nationally.

HOW GOOD THE SCHOOL IS

Furzedown Primary is a good school with many positive features. It is effective in raising standards, and ensuring pupils with a wide range of needs achieve well. Pupils with special educational needs, and those with English as an additional language are fully included in all areas of school life. The headteacher provides good leadership, and is ably supported by an effective senior management team. The good quality teaching seen throughout the school is having a direct and positive impact on standards and the pupils' learning. Pupils develop a genuine enthusiasm for learning and become confident and independent in the process. The school provides good value for money; many pupils arrive with limited language skills. The effective systems and strategies deployed throughout the school ensures that pupils leave with confidence and growing maturity, able to express their views and opinions clearly.

What the school does well

- The headteacher provides good leadership and clear educational direction
- The high proportion of good and very good teaching is having a positive impact on the pupils' learning and achievement
- The high quality provision in the Foundation Stage provides a secure start for children and prepares them very well for the next stage
- Pupils achieve well in English and mathematics, and use these skills effectively across the curriculum
- The very good personal development; pupils develop a high level of confidence, maturity and independence; their very good behaviour and attitudes means they are ready to learn
- The good quality curriculum, enriched by many extra activities, visits, visitors and community links, adds to the pupils' breadth of educational opportunities
- Procedures for identifying pupils with special educational needs are systematic and comprehensive; the provision is well matched to their needs and they achieve well

What could be improved

- Standards in science, design and technology and information and communication technology though improving, could realistically be higher
- Assessment procedures in science and information and communication technology, and some foundation subjects are underdeveloped; standards are not recorded as rigorously as in other subjects
- The headteacher's workload, including a full time teaching commitment and the strategic leadership role is unsustainable

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection. The key issues identified at that time have been suitably addressed. Teachers with responsibility for subjects have a clear understanding of the priorities for further development. They monitor their subjects regularly, and this now includes sampling pupils' work to track standards, and increasingly observing the quality of teaching. The good quality teaching reported at the last inspection has been further extended to many areas of the school. In addition, strengths identified at that time have been sustained effectively. The school has undergone a significant change due to the retirement of the previous Headteacher and the appointment of a new Headteacher. Improvements have continued steadily throughout this time of change.

STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	B	E	D	C
mathematics	B	C	D	C
science	C	D	E	E

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

Overall, on balance, standards seen at the time of the inspection are in line with those found nationally. Standards in science, which had declined over a two year period are now close to national expectations. Since the last inspection, standards reached by pupils aged eleven have fluctuated. This is largely due to the composition of the different year groups, with a greater proportion of pupils identified as having special educational needs. Inspection evidence confirmed a steadily improving trend in standards over the last year, and the pupils' achievements by the age of seven and eleven.

In the national test results in 2000, in English and mathematics, standards were below the national average, and in line when compared with similar schools. In science, standards were well below the national average and well below when compared with similar schools. Standards reached by pupils aged seven were in line with the national average in reading, and above average in writing and mathematics. Pupils achieve well in relation to their starting point, particularly as many have limited knowledge of the English language, and the school has a high proportion of pupils with special educational needs. The school set suitably ambitious, yet realistic targets for the most recent national tests, and are on course to meet those identified for the future. Pupils achieve very well in their speaking and listening skills. Their skills in information and communication technology, science and design and technology, though sound, could be higher when considering their capacity in other areas. Pupils are achieving well in both literacy and numeracy and use their skills in a wide variety of practical contexts.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils develop very positive attitudes to learning and make best use of their time at school as a result
Behaviour, in and out of classrooms	Very good; pupils are courteous and polite to one another and adults as a matter of course
Personal development and relationships	Very good; pupils develop a high level of independence, responsibility and maturity as they move up the school. Relationships are very good
Attendance	Satisfactory; pupils arrive punctually

The very good attitudes, behaviour and relationships are a very positive feature throughout the school. Pupils develop a love of learning and realise the importance of effort and hard work in order to improve further. These positive outlooks to school life are developed from a very early age in the Foundation Stage. Pupils show respect and consideration for one another and there is a high degree of harmony, regardless of their backgrounds, differences or circumstances.

TEACHING AND LEARNING

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

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

During the inspection, teaching was satisfactory or better in 98 per cent of lessons observed. In 52 per cent of lessons, teaching was good, and very good in 32 per cent of the lessons. A very small minority of teaching was unsatisfactory due to insufficient rigour in managing the pupils' behaviour. As a result of the good teaching, pupils develop enthusiasm, and a genuine love of learning. They make good gains in their learning and achieve well in many areas of school life. Teaching is good overall in the Foundation Stage, with a significant minority of very good teaching seen in the nursery and reception. Teaching is good overall in Key Stage 1 and in Key Stage 2. The quality of teaching in English and mathematics is good throughout the school and accounts for the good gains made by pupils in the basic skills of reading, writing and numeracy. The National Literacy and Numeracy strategies are being implemented effectively and teachers have a thorough knowledge in both areas. This results in good quality teaching in literacy and numeracy throughout the school. Teachers have a very thorough knowledge of the pupils and this means that work is usually well matched to their needs. There are many strengths in the pupils' learning as a result of the good teaching. Pupils persevere with their work and realise what is required in order to improve further. They are interested in school and have a great sense of responsibility and pride. This includes becoming increasingly independent in their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is enriched by a very wide range of additional activities
Provision for pupils with special educational needs	Good; procedures for identifying pupils and the effective support ensures they achieve well
Provision for pupils with English as an additional language	Good; effective organisation and support ensures pupils make good progress in learning English
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' spiritual, moral, social and cultural development
How well the school cares for its pupils	Good; pupils' support, guidance and welfare are given high priority. The effective procedures for assessing pupils' progress enable trends to be noted and provision modified.

There are good links with parents, and the partnership between home and school is generally positive. The school offers a broad curriculum. This is enriched by many activities beyond the school day. The high quality curriculum in art and music continue to add to the pupils' understanding and appreciation of the arts more broadly. The pupils are well cared for in every respect during their time at Furzedown. Pupils are treated as individuals and their specific needs given careful attention. This is illustrated by the good quality provision for pupils with special needs, and the effective support for those with English as an additional language. Although curriculum opportunities in information and communication technology and design technology are improving, pupil's skills in these areas are not developed as systematically as in other subjects. This is due to limitations at times when technology is not working, and few systematic opportunities to develop design and technology skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's good leadership provides vision, ensuring clear educational direction for the school. The senior management team, including the acting deputy headteacher, is effective
How well the governors fulfil their responsibilities	The governing body is led ably and manages its business efficiently and effectively
The school's evaluation of its performance	Sound; the school spends much useful time evaluating its effectiveness informally, though as yet this is not documented rigorously
The strategic use of resources	Resources are used efficiently and staff deployed well

There is a suitable number of well qualified staff, and the accommodation is adequate. There are major building works starting this term, including the long overdue demolition of three temporary classrooms, which will further improve the accommodation. Learning resources are satisfactory overall. The principles of best value for money are applied regularly when making strategic decisions. The headteacher has ensured a smooth and successful transition from the previous leadership and management, bringing

energy, enthusiasm and vision to the school, with clear ideas of strategies for continued improvement. The headteacher's current full time teaching commitment is unsustainable in the long term, alongside the strategic management of a large primary school.

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 • They feel comfortable approaching the school • The school provides interesting activities outside lessons • The teaching is good • The school is well managed 	<ul style="list-style-type: none"> • Some parents would like their children to have more homework • Some parents would like to be better informed about their children's progress

The inspection team agreed with all the positive comments. The inspectors judged that the use of homework to support learning is satisfactory, though not all parents are aware of current arrangements. Inspectors consider the quality of information to parents to be good overall. It would help to clarify with parents the school's policy and practical arrangements for homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection, standards reached by pupils aged eleven have fluctuated. Overall, inspection evidence confirmed a steadily improving trend in standards and the pupils' achievements by the age of seven and eleven. In the national test results in 2000, in English and mathematics, standards were below the national average, and in line when compared with similar schools. In science, standards were well below the national average and well below when compared with similar schools. The low standards in science were due to a lack of rigour in tracking pupils' achievements over time and weaknesses in matching work suitable for the mixed aged groups in classes. Standards reached by pupils aged seven were in line with the national average in reading, and above average in writing and mathematics.
2. The good quality teaching for children in the Foundation Stage ensures they make good progress towards meeting the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. The good quality teaching for children in reception helps them to achieve well and meet the early learning goals in all areas by the end of the Foundation Stage. Children achieve very well in their personal, social and emotional development, enabling them to settle quickly and make a positive start to school life.
3. Pupils achieve well overall throughout the school, as many start from a relatively low baseline, particularly in speaking, listening and language skills. Pupils with special educational needs achieve well and make good gains in their learning because of the effective procedures for identifying those needs. Higher attaining pupils are achieving well because they are challenged with work that is more demanding, requiring greater thought and skills. A higher proportion of pupils are reaching higher levels by the ages of seven and eleven than seen previously, and the school sets suitably ambitious, yet realistic targets for further improvement. The inspection found that pupils were achieving well regardless of their different backgrounds. Although there was no significant difference in attainment between girls and boys, it was noted that boys were doing better than that found nationally, for example in writing. Pupils with special educational needs achieve well due to the good teaching and effective support in class. By the time they leave the school, many attain levels that are in line with national expectations.
4. By the age of seven and eleven, the majority of pupils with English as an additional language (EAL) and those targeted under the Ethnic Minority and Achievement Grant achieve well and make good progress against their prior attainment. Pupils achieve best when the EAL specialist teachers and class teachers plan together and work in close partnership to enable pupils to have full access to activities. Pupils who are identified as talented also make good progress
5. In English by the age of seven, pupils read with increasing confidence and accuracy. They also read with expression and meaning, using pictures and clues for additional help where needed. They have definite views and preferences for different types of books and authors. The pupils' writing skills by this age ensure they organise their work carefully, and complete well formed sentences. They understand the importance of using capital letters and full stops in the process. By the age of eleven, many pupils read independently and have a genuine appreciation for literature. They use reference systems accurately, and enjoy the opportunities to use the school's library facilities regularly. By the age of eleven, pupils plan, write and edit their work competently. They convey feelings and emotion through their written work, and many show sensitivity and understanding as they write their own poetry and appreciate the work of well known poets.
6. In mathematics by the age of seven pupils use their knowledge of number to double and halve numbers, identifying patterns in the process. By the age of eleven, pupils understand and make links with the relationships between fractions, decimals and percentages. They use their

mathematical knowledge in other subjects, for example analysing data in geography and weighing and measuring ingredients accurately in design and technology.

7. In science by the age of seven, pupils carry out simple scientific experiments effectively. They describe scientific processes with increasing accuracy, using the correct vocabulary. Many pupils name the parts of a plant accurately, and realise the correct conditions required for plants and animals to grow and thrive. By the age of eleven, pupils have a sound knowledge of electricity as demonstrated during their explanation of reasons why circuits operate effectively. They appreciate the principles of reflection and produce effective periscopes.
8. Standards in information and communication technology (ICT) are broadly in line with those expected for their age. By the age of seven, pupils use their computer skills to draft and edit writing, for example as part of English work. Many use the spellcheck facilities appropriately. All pupils at this stage use the keyboard competently, using the mouse and cursor when required to insert or delete words. By the age of eleven, pupils use their technology skills to copy, cut and paste. They retrieve files and use functions including highlighting, changing fonts and importing graphics. Pupils could realistically be achieving more in this subject given more consistent opportunities and teaching to develop these skills.
9. In religious education, standards are broadly in line with those outlined in the locally agreed syllabus. Pupils by the age of seven know a range of stories from the Bible, and other religions. By the age of eleven, pupils understand the importance of different celebrations and religious customs. They show understanding and respect for different views and beliefs from a very early age.
10. By the ages of seven and eleven, standards are in line with expectations for the pupils in all other subjects, apart from art and music where pupils reach standards that are above those usually seen for their age. Standards in design and technology have deteriorated by the age of eleven as less time has been spent on the subject, and skills are not developed as systematically. In the small amount of pupil's work seen, their attainment is broadly in line with those expected for their age.
11. Although standards have fluctuated since the previous inspection, they are now on a secure foundation for continued improvement.

Pupils' attitudes, values and personal development

12. Pupils' behaviour, and their attitudes to learning, are both very good. They are very well motivated towards their work, showing high levels of personal development, initiative and social responsibility. Their relationships are very good. Parents consider that behaviour in the school is good. Attendance is satisfactory. They enjoy school and speak well of it. The overwhelming majority of them are very well motivated in their lessons with very good levels of interest and involvement. Pupils display enthusiasm and application to their work, responding very well to the enthusiastic, paced teaching and focused activities. A very small minority is sometimes inattentive in some lessons, but their behaviour is generally well managed by class teachers. In the industrious learning environment, pupils from all backgrounds are excited and attentive, eager to work, joining in and sharing activities with pride and enjoyment. They are fully involved, delight in challenge and maintain high levels of concentration for sustained periods. During discussions they listen to each other, answering respectfully during debates when they disagree with other points of view.
13. Many pupils enter school with limited social skills and low levels of independence. These are developed very well during their school lives. As a result, their self esteem is significantly improved and most of them leave school confident and mature. During lessons, pupils of all races and backgrounds talk enthusiastically about their work, frequently expressing themselves with assurance and articulation. In a session where pupils from Years 5 and 6 were rehearsing for assembly, there was huge enthusiasm and animation as they discussed issues of human rights and organised themselves independently and with confidence. The high quality assembly was a credit to their hard work, effort and attention to presentation. The majority of pupils display very good standards of self discipline and work well without close supervision.

14. Pupils with special educational needs have very good attitudes to their work, with very good levels of sustained concentration and make good progress. They are well integrated and work very well with other pupils.
15. The previous inspection report stated that there were good relationships and the school was at the early stages of fully developing pupils' personal development. Pupils worked independently and collaboratively, exercising self control and discipline. They responded well to high expectations of behaviour, took responsibility from an early age and showed very positive attitudes to learning. The current situation is that all these positive features have been maintained with improvements in some areas. The school's approach to pupils' personal development is now very successful in fostering independence and social skills. For example, their efficient and shrewd contributions to the business of the school council are expressed with maturity and articulation by pupils of all ages. Relationships are now very good with a very positive rapport between pupils and teachers alike.
16. The school is an orderly community, with a very high overall standard of behaviour in all year groups. Staff continually reinforce the positive approach to behaviour. The code of conduct is understood and accepted by pupils who are aware of the standards expected of them and respond with courtesy, consideration and respect. They move around the school and conduct themselves quietly, orderly and sensibly, for example during assemblies, and lessons start promptly. Play is sometimes boisterous, but pupils are careful to avoid accidents and no bullying was observed. Boys and girls and pupils from different ethnic backgrounds work and play well together. No sexist or racist behaviour was observed. There have been no exclusions in the previous or current school years.
17. The school's fostering of tolerance and respect for different beliefs and traditions is evident in the pupils' approach and behaviour. They are mature, caring and tolerant, showing respect for the feelings and values of others. Pupils respond very well to opportunities to exercise responsibility and independence. They all willingly undertake various routine duties while the older pupils help the younger ones, for example acting as classroom assistants. On their own initiative they have organised fundraising activities such as Water Aid.
18. Pupils are proud of their school, taking care with equipment and resources which they willingly share. They work together harmoniously, collaborating well in group activities. They are trustworthy and considerate, and are pleased to celebrate the achievements of others.
19. The very good relationships are a strength of the school. Relationships between pupils themselves are very good. Their relationships with all adults are also very good. The school's predominant ethos is one of mutual trust and respect. Pupils feel valued by teachers whom they consider approachable and supportive and reciprocate accordingly.
20. Attendance is around the national average and is therefore satisfactory. Unauthorised absence is below average. The vast majority of pupils are punctual in their attendance and lessons start punctually and efficiently. There are no significant absence or attendance problems.
21. The attitudes and behaviour are significant strengths of the school. There is a strong emphasis upon including all pupils regardless of their challenges or backgrounds. This creates a high level of harmony across the school community. Pupils' commitment, the high standards of personal development and the very good relationships impact positively and are major factors in the quality of life and learning in the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The strengths in the quality of teaching have been sustained successfully since the previous inspection, with a higher proportion of good and very good teaching than seen previously. The good quality teaching seen overall in all areas of the school is having a positive impact on standards, pupils' achievements and their learning. During the inspection, teaching was satisfactory or better in 98 per cent of lessons observed. In 52 per cent of lessons, teaching was good, and very good in 32 per cent of the lessons. A very small minority of teaching was unsatisfactory due to insufficient rigour in managing the pupils' behaviour. As a result of the good teaching, pupils develop enthusiasm, perseverance and a genuine love of learning. They make good gains in their learning and achieve well in many areas of school life. Teaching is good overall in the Foundation Stage, with a significant minority of very good teaching seen in the nursery and reception. Teaching is good overall in Key Stage 1 and in Key Stage 2.
23. A high proportion of the very good teaching was seen in the Foundation Stage, and in Years 2, 4,5 and 6. The results show that pupils are being challenged consistently, and their rate of progress boosted steadily as they move through the school. Teachers in the Foundation Stage have a thorough knowledge of the early learning goals and plan methodically. They manage the children with ease and confidence. This ensures the children develop very positive relationships, settle quickly into school life and learn very positive attitudes from the start. There is considerable emphasis upon developing the children's language and communication skills. This was seen in the nursery as children prepared the ingredients and made a birthday cake for one of the group, remembering how they baked the cake and what ingredients were used. The activity was developed further as the cake was iced and shared by the class. In reception, activities are very well organised to ensure children have maximum independence in their learning. This builds upon the children's growing confidence in the nursery. Children are given responsibility for tasks and areas in the room and they carry these out with diligence and a sense of pride. Teachers use their time and available resources very well and ensure support staff are deployed efficiently and effectively. Learning support assistants are clear about their roles and contributions to the pupils' learning, ensuring pupils have extra assistance that is focused on their individual needs.
24. There is good teaching for pupils with special educational needs. Teachers have clear targets for those pupils, and activities are mostly well matched to their needs. Learning support assistants have a useful role in assisting the pupils and make a positive contribution to their learning. Individual education plans are kept up to date and targets reviewed regularly.
25. There is good quality teaching in literacy and numeracy throughout the school. The National Literacy and Numeracy strategies are being implemented effectively and teachers are secure in their knowledge in both areas. In English, teachers are particularly effective in developing the pupils' speaking and listening skills. Pupils make considerable progress as they move through the school. They become confident and articulate, able to express their views and opinions clearly both individually and in more public settings. There are real contexts when pupils learn to debate and present their ideas. The older pupils were preparing eagerly for their own hustings and political campaigning as they emulated the current national lead up to the general election.
26. Pupils develop a heightened awareness of political and social issues, including care for the environment and matters of injustice across the world. Many pupils express their views passionately in the process. The effective teaching in mathematics ensures pupils use their knowledge of number in many practical contexts. The very good teaching seen in Years 5 and 6 was characterised by high, yet realistic expectations with challenging work. Higher attaining pupils had work that was both demanding and required greater skills, and pupils with special needs were supported sensitively with suitably modified activities. The many examples of good teaching in literacy and numeracy are bringing about steady improvements in the pupils' reading, writing and number skills. Pupils become increasingly confident and fluent in using these skills in practical situations.

27. Pupils mix well across lines of gender and race and relate well to cultures different from their own. Pupils with English as an additional language are motivated and keen to learn. The quality of teaching support provided for those with English as an additional language and other pupils from an ethnic minority background is good in Key Stage 1 and satisfactory in Key Stage 2. In both cases, the specialist teachers work collaboratively with class teachers and support is clearly focussed on facilitating understanding and the development of English in the context of mainstream activities. Younger pupils reinforce their learning as a result of effective class organisation and the judicious distribution of tasks among adults. An effective example of this was seen in a reception/Year 1 class, where targeted EAL pupils revisited the story "Not now Bernard" used in a literacy hour in the morning to consolidate their understanding of key features, like the use of title , author followed by a shared writing task where pupils suggested alternative phrases based on their own experience. The teacher was adept in enabling all pupils to take part, using the occasion to consolidate their spelling and use of punctuation. This clearly demonstrates knowledge and understanding of good practice in promoting the learning of bilingual pupils.
28. Teachers have good subject knowledge in most areas of the National Curriculum, though their skills and expertise in information and communication technology vary widely. Some teachers are very confident in teaching and developing the pupils' technology skills whilst others are at the early stages of its use themselves.
29. Teachers have a very thorough knowledge of the pupils and this means that work is usually well matched to their needs. Assessment procedures for English and mathematics are well refined, and used systematically for planning work appropriate to the pupils' needs. In other areas, assessment is less well developed. This is particularly apparent in ICT and design and technology.
30. Teachers work as a strong team and share their expertise generously with one another. There is a strong culture of sharing ideas and reflecting on what works well and why. This approach ensures that trends in standards are analysed carefully, and swift action taken where weaknesses emerge, for example in science. The headteacher's own teaching is a model of good practice that sets high standards as pupils develop an infectious enthusiasm for learning.
31. The strengths reported at the last inspection have been sustained and there is now a higher proportion of good and very good teaching. There have been good improvements overall.

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

32. The quality and range of the school's learning opportunities for promoting high achievement are good. The curriculum provided is suitably broad, balanced and relevant. National early learning goals are covered systematically, and the curriculum meets in full the statutory requirements for National Curriculum subjects, religious education and collective worship. Appropriate priority is given to the national strategies for literacy and numeracy in order to raise standards. The effectiveness of strategies for teaching literacy skills is good. Year 2 pupils are identified for help with phonics, for example. Extended writing is promoted effectively, and additional comprehension is given to targeted pupils in Year 6. Pupils in Year 3 have also been identified for additional support to improve their literacy skills. Overall, the school has been successful in raising standards in literacy. Strategies for developing pupils' numeracy skills are also good due to the good quality curriculum.
33. As recommended in the last inspection report, all schemes of work are now in place. Medium term planning for all subjects, including personal, social and health education, is good. There are clear statements on what is to be learnt. The curriculum for information technology has recently improved. The long-term plan for the subject is coherent and the new computer suite will enable the school to provide the correct opportunities for those pupils who will have its benefit. The locally agreed syllabus is used to plan work in religious education. There is very good provision for pupils' personal, social and health education. Sex education is part of the Personal Health and Social Education (PSHE). The PHSE programme also includes working with the Police, attention to drugs

misuse, junior citizens and other support services. The curriculum for information and communication technology and design and technology is not covered systematically and although policies and curriculum planning are suitable, in practice, pupils' skills are not being built upon consistently.

34. The school's provision for equality of access and opportunity for all of its pupils is good. The good provision for pupils with special educational needs ensures that they have full access to the curriculum. They are supported effectively in the classrooms. Their quality of learning is good. The requirements in the statements of special educational needs are being met. Pupils with English as an additional language are well integrated in the school and make good progress. The majority of pupils have appropriate access to the full curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in most of the extra-curricular activities on offer. In many aspects of the curriculum, opportunities are used to affirm linguistic and cultural diversity notably through the use of other languages for instance in retelling stories used in literacy. Good use is made of special events like Black History month to explore the contribution of black people. Pupils benefit from visitors like the poet James Berry who worked with pupils in a poetry workshop and are introduced to other cultural traditions through links with a school in Uganda. Assemblies are well organised with themes which are carefully chosen to explore a diversity of issues with a multicultural dimension. A powerful example of this was children's rights which were explored in a creative way through drama during the week of inspection with effective involvement of pupils.
35. Through its wide range of extra-curricular activities, the school provides a very good level of enrichment to its curriculum. Staff give freely of their time to provide a range of clubs including sports, creative activities, music, gardening. Pupils enthusiastically attend and these are beneficial to the large number who take part. Particularly good use is made of resources within the community to provide a wide range of planned activities, all of which contribute positively to pupils' learning. Classes visit the local library and a range of historical, geographical, scientific and artistic visits take place. Visitors and events in school are varied and include representatives of varying religions, professions and ethnic minorities.
36. The school has good relationships with other schools and institutions. Its contact with pre-schools brings useful information on children's attainment before entering the nursery classes. The recently established closer links with the local secondary school have benefited staff and pupils alike through sharing expertise and resources.
37. The provision for spiritual, moral, social and cultural development overall is very good and has improved since the last inspection, particularly in the provision for social development. The provision for pupils' spiritual development is very good. The high quality daily act of worship and the wide-ranging and effective displays of a variety of religions around the school provide a very effective focus and remind pupils daily about this aspect of life. The school uses the richness and diversity of the spiritual, religious and ethnic backgrounds of the pupils extremely well, not only to promote the spiritual development of the individual but also to develop an understanding and appreciation of the range of responses made by humanity.
38. During assemblies led by a variety of class teachers and pupils the theme of 'human rights' was very well developed by good use of stories, visual aids, pupil involvement and demonstrations. These were carefully planned to be appropriate for both for the youngest pupils in the Key Stage 1 assembly and the older pupils in the Key Stage 2 gathering. Regular family assemblies successfully reinforce the feeling of whole school unity and help to celebrate individual pupils' achievements. All these occasions enable the pupils to reflect on a wide range of issues in a calm and positive atmosphere and to reflect on and determine their individual responses to them. During religious education and other curriculum time too, pupils' sensitivity and spirituality are enhanced very well. Pupils learn for example about 'special places' and the importance of silence and reflection. In a Year 2 science lesson, pupils watched with rapt attention the movement of a snail up the side of a tall glass beaker, for example. Regular visits to the school by local religious leaders also contribute well to the provision for the pupils' spiritual development, as do other

organised events like the Mothers Day service at a local church and a celebration of Diwali dance, both events supported by members of other religions.

39. The provision for pupils' moral development is very good. All staff ensure in their day to day dealings with the pupils that they are aware from an early age about right and wrong behaviour and the impact that their actions can have on others. All staff are very good role models for this and treat pupils sensitively and with respect, encouraging in them an appreciation of the importance of honesty, fairness and respect for truth. During circle time pupils are given the opportunity to examine rights and responsibilities and to determine their responses to a variety of situations. During a Year 5/6 debate for example pupils discussed prejudice with respect to homelessness, listening carefully to each other's points of view and expressing regret when the end of the session arrived. The school uses role-play very effectively to illustrate the consequences of crime, for example, and the court scene was documented and applauded by the local newspaper.
40. The provision for pupils' social development is very good. All classes contain pupils of mixed abilities and they are given planned opportunities to work collaboratively together in various combinations of groups as appropriate. This they do from an early age very well. Pupils in a Year 5/6 class are able to work together at lunchtime, practising the assembly they have devised without the need to have a teacher monitoring them. Pupils of all ages throughout the school are given responsibilities in class and around the school, helping in day-to-day organisation and this fosters well their sense of responsibility to others. Older pupils are encouraged to care for the younger pupils in the school. Pupils are voted into the position of Key Stage 1 helper, 'bullying buddy' or class representative on the school council by the rest of their class, all pupils therefore sharing the responsibility of successful appointments. All pupils are encouraged to develop a social conscience by being involved in charity collections. They have recently made a collection for a school in Uganda and have written letters to pupils there. Pupils in Years 5 and 6 are given the opportunity to take part in a residential visit to Devon and this contributes well to their social development. In another example of the pupils' heightened awareness of social responsibility, a small group began to discuss independently ways to collect funds for children elsewhere in the world to have clean water
41. Provision for cultural and multicultural development overall is very good and is supported well through literature and other cross-curricular provision. Subject specialists, who ensure that the pupils receive a wide range of experiences within curriculum time, lead the good provision for art and music. Knowledge of local culture is built up through studies of the local area to support work in geography; for example, visits to museums and art galleries enhances the pupils' knowledge of the wider British culture including its multicultural aspects. Older pupils, complete sketches of the Benin and research, make and eat African recipes. In music and during assemblies the pupils are introduced to a very good variety of musical pieces from across the world. A range of visitors who share interests and expertise also make significant contributions. During the 'Images of Africa' session, visitors with a range of skills- dance, music and drama- enhanced pupils' cultural development well. Overall the school provides the pupils with opportunities to develop a very good understanding of their own local culture and that of the wider community with its ethnic and cultural diversity.
42. The good quality of the curriculum has been sustained since the previous inspection and provision for the pupils' spiritual, moral, social and cultural development improved further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The provision for the care of pupils is good and has been maintained since the previous inspection. The school provides a safe and secure environment in which pupils can thrive. It has very good procedures for promoting good behaviour. The school's pastoral care makes a positive contribution to standards of attainment. Pupils are well looked after and happy at school, and therefore well placed to make good academic progress.
44. Pupils' personal development and general welfare are effectively monitored and supported. There are good arrangements for the induction of new pupils so that they settle down quickly and make

good progress. Pupils receive good support throughout their time in the school. The very good curriculum for personal and social education, which includes drugs, health and sex education, helps to prepare them well for life outside school. The school's very good programme of extra curricular activities and opportunities to exercise responsibility also helps them to become more mature. Pupils are well supported on an individual basis. Members of staff have very good relationships with them and know them well as people. Teachers and classroom assistants are therefore able to monitor their development closely and provide them with appropriate guidance. Pupils are also able to turn to "buddies" for help if they feel bullied, isolated or lonely. The buddy scheme is valued by pupils and makes a significant contribution to pastoral care.

45. The monitoring of pupils' personal development is very good. Class teachers regularly record and comment on pupils' attitudes, maturity and social development and these inform their meetings with parents and the annual written reports. Where necessary, annual reports include targets for improvement in areas such as concentration, personal organisation and application to task.
46. The school has good procedures for protecting the health and safety of pupils, staff and visitors. Arrangements for child protection are very good and all staff know the named person in charge of child protection. Although it needs updating, the school's policy on the issue gives clear guidance to members of staff on procedures. The school also has a number of policies designed to help staff to meet pupils' medical needs. For example, there are formal statements on asthma management, use and storage of medicines in school and health promotion. Good procedures are in place for the administration of medicine in school, which are clearly understood by staff, pupils and parents. Arrangements for first aid are good. Four members of staff are trained to administer first aid, with more waiting to start training. There is easy access for pupils to the first aid room at break and lunch times. Satisfactory procedures are in place to record any incidents.
47. There are good arrangements for encouraging pupils to attend school regularly and punctually. These comply with legal requirements on the registration, recording and reporting of attendance. Teachers call class registers promptly at the beginning of morning and afternoon school. Unexplained absences are quickly followed up and parents are made aware of the educational implications of taking holidays in term time. Attendance rates are monitored using the analyses produced by the school's computer system. The school takes appropriate action where the records show that there is cause for concern. Parents are consulted, and the most difficult cases are also referred to the education welfare officer. Certificates are awarded at the end of each term to those pupils who achieve full attendance during the term.
48. The school's arrangements for the monitoring and promotion of behaviour are very good and result in very high standards of behaviour throughout the school. The procedures are backed by very good practical measures. The school has well established behaviour policies and class management policies, which have been maintained since the previous inspection. Pupils' behaviour is closely recorded and monitored as part of the policy, and children who give cause for concern are well supported and helped to improve. The majority know what is expected of them. Each class negotiates their own class rules, based on the school rules. Pupils understand what the consequences will be if they break the school's rules and they respond positively to the school's system of rewards. Pupils value praise from teachers and are eager to earn 'Good news certificates' or to be noted in the 'Golden Book'. Representatives from each class from Year 2 to Year 6 are voted on to the school council by their peers. Minutes of the meetings are displayed and the representatives report back to their class. The council successfully promotes responsibility, maturity and an involvement in the decision-making processes of the school.
49. There are very good procedures for dealing with, and as far as possible eliminating, oppressive behaviour. The school has formal anti-bullying and anti-racist policies. Any instances of bullying and racism are dealt with effectively. Pupils are usually willing to confide in members of staff or in "buddies" if they become victims. Pupils can also bring their concerns and worries to the attention of staff and buddies by writing in the 'Bully book'.
50. Levels of supervision at break and lunchtime are satisfactory. Supervisors are well briefed on their roles and ensure that movement from the main school to the dining room is orderly and efficient.

51. The procedures for assessing pupils' attainment and progress in English and mathematics are satisfactory. Work is regularly assessed against the learning objectives for the theme or topic, especially in literacy and numeracy. In all other subjects, especially science and information and communication technology, the procedures for assessment are generally unsatisfactory. Daily assessment, against the specific learning objectives of a lesson, is not systematically used by all teachers for all subjects and does not always inform planning and matching of work to the different ability, age and ethnic groups in a class. Where assessment is used well, teachers assess pupils against the objectives of the lesson and this is used to inform the next stage of learning and to ensure that work is well matched to the ability of each pupil. The school has ensured that the systems in place are the same for all classes. This is forming the basis of a whole school approach to assessment and recording.
52. Assessment procedures used by the EAL specialist teachers are detailed, thorough and well focussed on progress made by pupils. Assessment data is effectively documented in profiles from the time pupils are admitted and built on through the use of language records which are regularly reviewed. Evaluation of progress is effectively used to set targets and areas where pupils need to improve.
53. Teachers and learning support assistants make satisfactory use of group assessment sheets to record pupils' progress against lesson objectives. The recently appointed assessment co-ordinator has a good understanding of the strengths and areas for development but has yet to make an impact on improving assessment procedures because of the short time that she has been in the post. The school is beginning to use data provided by the local education authority to analyse national, local and school results in English, mathematics and science and by gender and ethnicity. However, this is not fully developed, especially in science, and so the school is unable to fully identify the weaknesses in the subject, which has led to Key Stage 2 test results that are below the national average. In the majority of subjects, co-ordinators have created well-produced portfolios to show examples of coverage of work throughout the school. Some portfolios have also been levelled against statements from the National Curriculum. However, the examples shown are not always levelled or placed in context in order to help teachers with their moderation. The marking of pupils' work is satisfactory but does not always evaluate strengths and weaknesses or set individual targets for the future. However, all teachers set regular targets for pupils in English and mathematics, which are shared with the pupils and their parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school has good links with parents who in turn hold good views of what it provides and achieves. Parents' impact on the work of the school and their contribution to their children's learning are both good. Parents provide good general and financial support to the school. The school values its partnership with parents and has good relationships with them. The school provides frequent, very good, comprehensive and thorough information for parents on their children's progress.
55. The school works continuously to maintain good relationships with parents and to encourage parental involvement in their children's education. The previous inspection report stated that a significant number of parents expressed concerns about the ease of communications and the slow response to requests for change. Since then communications have improved and it is no longer a cause for parental concerns. The school communicates frequently with parents and the quality of information is very good. There is a well produced and detailed Prospectus and an informative governing body's annual report to parents. There are regular and informative newsletters which are enhanced by useful information, related to the curriculum, termly for each class, providing guidance on how parents may assist their children. Curriculum information meetings are also held for parents twice a year as well as workshops on literacy and numeracy. The school has also held 'Life Chances' sessions to assist parents on specific educational issues and these have been particularly valuable for those parents for whom English is not their first language. The school has also recently organised a weekly 'toddlers

group' run by nursery staff, which is a valuable preparation for those children with limited language skills.

56. There are formal consultation opportunities for parents each term and these are very well supported by parents. Parents have been consulted on the Home – School Agreement, and given an opportunity to comment and contribute with the overwhelming majority supporting the final document.
57. A significant minority of parents expressed concern with information on progress in the parents' questionnaires. The team does not agree with that view. The annual reports to parents are of a consistently high standard. They provide separate information on all subjects with clear, precise descriptions of what pupils' know, understand and can do. Although not directly related to attainment levels from the National Curriculum, they provide very good information on progress and ability levels. They also provide targets for further improvement which are discussed with parents. Additionally, many parents' information about their children is enhanced and broadened by the school's successful open door policy and their discussions with staff throughout the year.
58. Parents make good contributions to their children's learning. There are regular home reading arrangements giving parents a useful involvement in their children's education. However, a number of parents both at the parents' meeting and on the questionnaires had concerns about the amount and content of homework. The school should clarify its homework policy in relation to frequency and content, which should then be clearly communicated to parents.
59. Parents of pupils with special educational needs are kept fully informed and involved with annual reviews. They are invited to make comments and fully participate in meetings with school staff and outside agencies. These meetings are well supported.
60. Parents hold good views of the school. Their children are very happy in school and parents appreciate the support and educational direction they receive. They feel that the school is accessible, staff are approachable and that they are welcomed. The school encourages regular and broad parental contact. Overall, parents' involvement in the work of the school is good. A number of parents are directly involved in school and provide assistance in classes with activities such as helping with reading, computer skills and food technology. Parents give good support to school activities. There is an active Parent Teacher Association which provides valuable financial assistance to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The headteacher has quickly gained the confidence of staff and parents in her new role. The leadership and management is effective in setting high standards in teaching and provides a very good role model for others to follow. There is strong and collaborative team work from the headteacher and acting deputy headteacher that permeates through every area of school life. There is an open and honest climate and culture, where staff and children are valued, encouraged and supported to do their best.
62. The headteacher has clear ideas about the school, its priorities and future. In the circumstances of having a full time teaching commitment, and at the same time as running a school, the headteacher manages well. At times, though, the practical restrictions upon her time to do both full time teaching and strategic management means that much day to day work has to be undertaken after school. This situation is not sustainable in the long term.
63. Teachers with responsibilities for developing subjects are effective and carry out their management roles well. They have a clear overview of their subjects, with suitable priorities for bringing about further improvements. Others with responsibilities, for example for special educational needs, and English as an additional language, ensure the staff have a detailed and thorough overview of the pupils' individual needs. The senior management and staff are firmly committed to ensuring pupils are fully included in all areas of school life, regardless of the pupils' specific needs, circumstances

or backgrounds. The co-ordination of the Foundation Stage is efficient and effective, ensuring all staff have similar expectations for the children with a high degree of consistency as a result.

64. The EAL specialist teachers manage their work effectively and make a valuable contribution to maintaining positive links with parents from an ethnic minority background. This involves both contacts to enable them to understand the school system in this country and strategies to support their children through conferencing. This approach enables these parents to grow in confidence and in turn to contribute their knowledge and experience to benefit all pupils in the school.
65. The school's aims acknowledge the importance of equal opportunity for all pupils and the majority of staff have an appropriate level of awareness of pupils' backgrounds. The deployment of the Ethnic Minority Achievement Grant (EMAG) is appropriately deployed. There is a good range of resources reflecting diverse cultures and languages in the library and in classrooms and this together with the ethnically mixed profile of staff, create a positive learning environment where pupils feel proud of their multicultural identities.
66. The school's aims are well reflected and implemented consistently by all staff. There is a very strong emphasis upon valuing pupils as individuals, and this results in the pupils themselves showing sensitivity and courtesy as a matter of course.
67. The school improvement plan is an effective working document that all members of staff are able to contribute towards. This approach ensures a high level of commitment and ownership of the targets and goals. Priorities are appropriate and finances allocated carefully in order to bring about the required outcomes.
68. There is systematic monitoring that takes place at a number of levels, including lesson observations, scrutiny of teachers' planning and collecting samples of the pupils' work. This has been done effectively and openly as part of the school's performance management and threshold assessment procedures. Teachers' targets are identified and shared with one another in a true spirit of collaboration, support and collective ownership in order to improve further. Teachers, as a result, continue to seek ways for further improving their practice and increasing their impact positively upon pupils' learning.
69. The governing body has a clear understanding of the school's relative strengths and weaknesses, and they are active and supportive. They are led ably by the chair and committees run efficiently, with clear lines of accountability and decision making in the sub committees. Finances are managed prudently and principles of best value discussed regularly. Although there is a high carry forward in the budget from the previous year, this is entirely appropriate in the light of the major building works due to start shortly and the necessary spending involved in this process. Grants for specific purposes, including special needs and English as an additional language, are used prudently. Finances are allocated carefully to educational priorities identified within the school's development plan.
70. There is a suitable number of well qualified staff, and procedures for supporting new teachers are effective. The accommodation is satisfactory overall, apart from the classrooms shortly due for demolition and replacement. Resources are satisfactory and the library is well organised and used regularly. The day to day administration is carried out smoothly and efficiently and sets a calm and welcoming atmosphere. The school has very good capacity to succeed further and move forward from strength to strength. The many positive features identified at the time of the last inspection have been sustained effectively, and there is no sense of complacency.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Further raise the pupils' standards and achievement in science by:

- Tracking pupils' learning and progress rigorously
- Ensuring co-ordinators have a clear understanding of trends in standards
- Identifying activities suitable for differing needs where there are mixed year groups in one class

As referred to in paragraphs 1,104,107,108,109,110

Raise standards in ICT by:

- Ensuring all elements of ICT are covered systematically
- The computers work efficiently and pupils ICT skills are developed consistently

As referred to in paragraphs 8,28,33

Raise standards in design and technology by:

- Improving curriculum planning, with greater emphasis on the evaluation process
- Ensuring design and technology skills are taught systematically

As referred to in paragraphs 10,33,116,119

Further improve assessment in ICT and develop manageable procedures for RE and foundation subject

As referred to in paragraphs 29,51,124,138,159

Ensure the headteacher has a more realistic workload in order to fulfil her strategic role

As referred to in paragraph 62

The school may also wish to address the following less important weaknesses

- Clarify the homework policy with parents to include the amount and frequency their children should receive

As referred to in paragraph 58

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	32	8	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	312
Number of full-time pupils known to be eligible for free school meals	11	75

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		89

English as an additional language

	No of pupils
Number of pupils with English as an additional language	131

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.9

Unauthorised absence

	%
School data	0.5
National comparative data	0.6

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	26	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	15
	Girls	23	22	25
	Total	35	35	40
Percentage of pupils at NC level 2 or above	School	85 (80)	85 (93)	98 (84)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	11
	Girls	22	25	21
	Total	34	39	32
Percentage of pupils at NC level 2 or above	School	83 (82)	95 (77)	78 (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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	11	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	22
	Girls	9	7	6
	Total	30	30	28
Percentage of pupils at NC level 4 or above	School	73 (67)	73 (76)	68 (71)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	25	23
	Girls	9	10	10
	Total	28	35	33
Percentage of pupils at NC level 4 or above	School	68 (67)	85 (81)	80 (83)
	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	18
Black – African heritage	16
Black – other	32
Indian	31
Pakistani	10
Bangladeshi	2
Chinese	0
White	103
Any other minority ethnic group	42

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	216

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	216

Number of pupils per FTE adult	26
--------------------------------	----

FTE means full-time equivalent.

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	0	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.

Financial information

Financial year	99/00
----------------	-------

	£
Total income	787,444
Total expenditure	684,174
Expenditure per pupil	2046
Balance brought forward from previous year	134,863
Balance carried forward to next year	154,863

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	328
Number of questionnaires returned	114

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	3	0	0
My child is making good progress in school.	55	38	4	0	4
Behaviour in the school is good.	50	46	2	0	2
My child gets the right amount of work to do at home.	30	33	19	11	6
The teaching is good.	57	39	2	0	2
I am kept well informed about how my child is getting on.	41	35	17	5	2
I would feel comfortable about approaching the school with questions or a problem.	60	32	6	1	1
The school expects my child to work hard and achieve his or her best.	59	34	2	1	4
The school works closely with parents.	43	43	10	4	1
The school is well led and managed.	54	39	2	0	4
The school is helping my child become mature and responsible.	46	47	2	0	5
The school provides an interesting range of activities outside lessons.	61	29	6	1	4

Additional comments may be found in the summary section under Parents' and Carers views of the school.

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

71. Children start in the nursery either part time or full time, depending on places available and their circumstances. They move to the reception class throughout the rest of their time in the Foundation Stage. The children's assessments show that many are below that expected for their age, particularly in language and communication skills, including speaking and listening. The children achieve well and this ensures they reach the expected early learning goals in all areas by the end of the Foundation Stage.

Personal, social and emotional development

72. Children achieve very well in the personal, social and emotional development due to the strong and effective emphasis in this area. They learn to work co-operatively and independently from an early age and activities are structured carefully to support those skills. Lunch and snack times are used productively to encourage further development of the children's social skills as they learn good table manners, and talk to one another and adults over the meal. There are many times during the day when children take turns and develop a growing sense of others' needs beyond their own. Children learn routines rapidly, because teachers are well organised and set consistent standards and high expectations from the start. These are built on consistently and systematically through reception, further developing their newly acquired skills and routines. The teaching in this area is very good and children develop a very positive attitude and genuine love of learning from the start. Children are on course to meet this early learning goal.

Communication, language and literacy

73. Children achieve well in communication, language and literacy, often from a low starting point on entry to the school. Many children struggle to express themselves when they start, but soon develop a widening range of language and communication skills. They thoroughly enjoy reading stories and often choose to sit quietly, looking at illustrations and turning pages of the book carefully. Children develop their literacy skills systematically due to the good quality teaching. There are daily times when children focus on simple vocabulary and letter sounds, as well as shapes and patterns, including rhymes. Children take part in these sessions with enthusiasm and interest. Their writing skills are being developed effectively as they learn to form letters with increasing accuracy. There are many activities, carefully organised to develop the children's language and communication skills. The good quality resources, organised to help children discuss their observations, assist these skills further. The high quality environment in both the nursery and reception classes is lively, interesting and designed to engage the children in their own enquiries. There are many times during the day when individuals or small groups may be found exploring different displays and equipment. Children are on course to meet this early learning goal.

Mathematical development

74. Children achieve well in their mathematical development. They count with increasing accuracy, and begin to notice patterns and shapes around them. Children count for practical purposes, such as the required number of milk cartons for the class. They further develop these skills by recording objects using numbers. There are good links with other subjects, for example literacy; as children enjoyed the story of "the very hungry caterpillar", they recorded the number of items eaten by the caterpillar using fresh fruit to remind them. In music, children copy simple rhythms by counting and repeating the notes using untuned percussion instruments. They sing simple number rhymes and use computers daily. Computer programs are chosen carefully to help develop a range of skills, including recognition of numbers, matching to the correct number of objects and counting on from a given number. Teaching is good and children are on course to meet this early learning goal.

Knowledge and understanding of the world

75. Children achieve well and are on course to meet this early learning goal. The good teaching enables them to develop a growing understanding of their own environment and the wider world. Children understand the principles of growth as they recognise changes in themselves from photographs as babies. In addition, they are encouraged to make observations about the world around them, for example the changing weather and seasons. Children also look after small pets and plants in the nursery. This provides real experiences to see how the world changes around them on a daily basis.

Physical development

76. Children have many good opportunities to use the outdoor play area and hall. There is a wide variety of large resources included bicycles, scooters and climbing apparatus that are used regularly. They show clear signs of gaining increasing control of their movements and these skills are further developed when using smaller objects requiring more refined movements. Teachers take full advantage of the separate play space outside and the hall is well used. These activities help children become increasingly aware of the space around them and others. The teaching is good and children are on course to meet this early learning goal.

Creative development

77. Children are on course to meet this early learning goal. They achieve well as they learn to express themselves creatively in a variety of ways. This is due to the good teaching in this area. There are regular opportunities whereby children make models and use a variety of materials in the process. They learn from an early age to draw carefully making close observations of everyday objects. Children learn to paint in the style of Degas, managing to gain a sense of movement in their work using appropriate materials. They paint pictures and learn techniques for simple printing. The school looks to find additional and exciting opportunities to extend their creative skills. A student from a nearby college of fashion, after studying the children's' art in the nursery, returned wearing a stunning creation based on their bubble prints. The arrival of the student wearing such extravagant clothing prompted one child to exclaim in awe " It's the bubble fairy". This happened to coincide with the child producing a bubble painting at the time. This and other activities create a real sense of wonder at times during the day.
78. The high quality education provided in the foundation stage is a strength of the school, ensuring children have a very positive and secure start to their school lives. Improvements since the last inspection have been good and the strong team of staff has been sustained.

ENGLISH

79. Standards in English are at the national average by the time pupils reach the age of seven. At eleven, pupils are working at the national average and a number of them are achieving higher than the national expectations. The previous inspection recorded above average standards at ages seven and eleven. This change reflects differences in the composition of groups of pupils, with a greater proportion having special educational needs. In the 2000 national tests, for pupils aged seven, standards were average for reading and above average for writing when compared with all schools. In reading, fewer pupils achieved the higher level (Level 3) than achieved nationally. The tests show that compared with schools with a similar background, standards in reading were above average and in writing were well above average. National test results at the age of eleven in 2000 show standards below average. In comparison with similar schools, performance was close to the average.
80. In the nursery the children have low standards of spoken English. They enter the nursery reticent to speak and often lacking in confidence socially. By the age of seven standards of speaking and listening are above average with pupils able to respond well to questions and ideas in discussions. They express themselves confidently and clearly with explanations, for example, in discussing the

effect on the school of the forthcoming building works, they effectively voiced their objections to the temporary loss of their nature trail. Most of the pupils are keen to talk about their work at the end of lessons.

81. By the end of their time in school, standards of speaking and listening are above average. In Year 6, pupils understand the meaning of a wide range of words and express well thought out opinions, for example, when they prepare their assembly on “the rights of children”. They share opinions and ideas and value those of their peers. Pupils’ attitude to English is good. Pupils enjoy their opportunities to contribute to class discussions and to a wider audience in assemblies and school productions.
82. Achievement is good for all pupils including the large number with special educational needs and English as an additional language. Pupils make very good progress in learning the skills of speaking and listening and this is a strength of the school. By the time they leave, many are above average in expressing their views, articulating preferences and opinions and entering into rigorous debate. Pupils’ ability to listen carefully to the teacher and to their classmates develops well.
83. Pupils’ reading skills by the time they are seven are similar to the national averages. Most read simple texts with some confidence and fluency. Most work out words they do not know by using letter sounds, by reading ahead and by using pictures. They recognise and use punctuation to help read with meaning and expression. By the end of Year 2 they begin to show preferences for different types of books and most have little difficulty in discussing characters and plots in stories. The majority have read from a range of books from a variety of reading schemes and information books. Parental support for pupils’ reading has a positive effect on standards.
84. By the end of Year 6, pupils’ attainment in reading is average overall and for a few, above. Most pupils read independently from a range of appropriate books and many continue to read regularly at home. Pupils show a real understanding of a range of literature and are able to identify key features and themes in stories. They begin to develop skills of inference and deduction in their reading. They know how to use reference systems effectively to gain information they require for their work. The good library enhances this progress. It is well stocked and carefully organised, resulting in many pupils using the resource regularly to expand their reading.
85. The progress pupils make with learning to read is good. Year 1 pupils build on previously learnt skills to tackle simple problems with increasing confidence and accuracy. By Year 3, pupils use a variety of approaches to interpret new and unfamiliar words. Lower attaining pupils in this year are given additional literacy support. In Year 5, pupils know the difference between fiction and non-fiction. Research skills build up well as pupils move through the school.
86. Standards of writing are average by the end of Key Stage 1 with a significant minority of pupils on course to attain above this. By the age of seven, pupils understand the importance of organising their work so that it follows a sequence and many write interesting sentences. Most pupils leave a space between words and know when to use capital letters and full stops. They apply their knowledge of work patterns and letter sounds to improve their spelling. Commonly used words are usually spelt correctly. Handwriting is joined, however; the school’s policy for using unlined paper does not help presentation, particularly for pupils with special educational needs.
87. By the time pupils leave school standards of writing overall are in line with the national average. However, some higher attaining pupils use a sophisticated sentence structure in their work and this is a good indication of rising standards. Pupils in Year 6 competently plan, edit and revise their work, improving the quality. Through their written work they convey the feelings of others effectively, such as the main characters in the story “Tough Luck”. They understand a range of narrative and literacy techniques used by authors. The range of writing is good and most pupils use argument, commentary, narrative and dialogue effectively. The literacy hour has given pupils good structures to support writing. Good progress is currently being made. Pupils use their writing skills well across the curriculum. Throughout the school there are good examples of poetry writing. There are some good examples of information technology skills being used effectively to promote literacy. Pupils sit together and share word processing.

88. Pupils show very positive attitudes in English. They enjoy discussions and most are enthusiastic workers. They settle to tasks quickly and older pupils demonstrate well-developed independent learning skills, which are put to good use during the group work session in the Literacy hour.
89. The quality of teaching is good overall throughout the school, and often very good. The teaching of pupils with special educational needs is also good. Teaching is good for pupils who have English as an additional language as there are specific programmes for their support. Teachers have a secure knowledge and understanding of English and use this effectively to produce efficient learning. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced. Teachers expect pupils to behave well and examples of high expectations of pupil's work and behaviour are seen in Year 5 and 6.
90. Teachers plan lessons carefully and are clear about what they expect pupils to learn by the end of the lesson and these are shared with the pupils. In both key stages, the implementation of the literacy hour is effective and is particularly successful in developing pupils' critical awareness of the texts they read. All the elements of the literacy hour are well orchestrated, which adds depth to the pupils' learning. Teachers adapt the hour appropriately to suit the abilities and ages of pupils.
91. Teachers organise their lessons well and use a variety of teaching strategies to keep pupils interested. All teachers use good questioning at the beginning of sessions to help pupils recall previous work and make links with new work. This promotes good learning as pupils explain their understanding and teachers reinforce ideas. In the very good lessons teachers have high expectations and ensure pupils are constantly challenged. Lessons proceed at a brisk pace and time is valued and used effectively. Resources are well managed and suitable to the activity. The support staff are used very effectively to help small groups or individuals. Assessment of all aspects of English is good. The day –to-day assessment contributes well to the lesson plan and delivery. Pupils are set individual targets that are focused carefully on their individual needs.
92. The leadership of the subject ensures systematic organisation and a good understanding of the strengths and areas for development. A portfolio of assessed work has been developed since the last inspection. It is in need of further development to help teachers' understanding of the different levels expected at various stages of the National Curriculum.

MATHEMATICS

93. Results of the national tests for seven year olds in 2000 showed pupils' attainment to be above the national averages at Level 2 or above. The number of pupils obtaining the higher Level 3 was close to the national average. The broad overview of results for 2000 was that pupils' attainment was above the national average. Results for the three years from 1998 to 2000 were above the national average with a significant increase from 1999 to 2000. Results of the national tests for eleven year olds for 2000 showed pupils' attainment to be close to the national average at Level 4 or above, and close to the national average at the higher Level 5, but the broad overview was below the national average. Results for the three years from 1998 to 2000 were above the national averages in 1998 and 1999 but fell significantly in 2000, which the school attributes to a weaker group of pupils taking the tests.
94. Compared with pupils in similar schools results were above the national average at Key Stage 1 and close to the national average at Key Stage 2. Results show that at both key stages boys and girls perform equally well. Pupils achieve well from their individual starting points and use their increasing knowledge of number in a variety of useful practical contexts.
95. Inspection findings shows standards in mathematics are above average by the age of seven and in line by the age of eleven, with a slight improvement at the end of Key Stage 2 since 2000. At both key stages pupils' use of mental and oral strategies is good. Pupils, including those with special educational needs and English as an additional language, achieve well in relation to their prior attainment. No evidence was observed of any differences in attainment or achievement between girls and boys.

96. The quality of teaching and learning is good overall at both key stages. A third of lessons at Key Stage 1 and a fifth of lessons at Key Stage 2 are very good. No lessons observed were unsatisfactory. This is similar to the judgements of the previous inspection. Teachers' subject knowledge is good and they apply the principles of the National Numeracy Strategy well. There is a very good commitment to raising the standards that pupils attain. In most lessons pupils are taught at a good pace and with a good level of challenge. Teachers use activities that motivate and interest the pupils and lead to pupils enjoying mathematics lessons and feeling challenged. For example, in a very good Year 2 lesson, the teacher used number patterns found in the 5 and 10 times tables to teach strategies for doubling and halving numbers and the relationship between the two. Through good questioning, well-matched tasks and the use of a stopwatch to challenge pupils to beat the clock, pupils were well motivated, enjoyed the challenge and made good progress.
97. Teachers use questioning well to assess understanding but not all use pupils' errors and misconceptions as further teaching points or ask pupils to explain and share their personal mental strategies. The pace of lessons is good. Only in a minority of lessons do teachers display and explain the objectives of the lesson, so that the pupils have a clear understanding of what they are learning and why. Few teachers discuss the lesson objectives with the pupils, recap them at the end of the lesson, or ask pupils to self-evaluate whether they have understood the objectives. Lessons are planned appropriately but planning does not always specifically relate to the individual targets for pupils with special educational needs and those for whom English is an additional language. Satisfactory use is made of assessment of pupils against the lesson objectives. Individual targets are set for pupils, which are displayed in the front of their books. The targets are also shared with parents.
98. Lessons are well organised and start with a brisk, whole class, mental warm-up session, in which teachers try to involve everyone. Good use is made of small white boards and digit cards, which each pupil can hold up to show their answers. This motivates all pupils to take part. In a very good Year 6 lesson, the teacher set the pupils a target number to be reached by using a combination of 7, 8, multiply and divide. The use of individual white boards ensured that all pupils took part and when the teacher asked to see the answers on the boards she could assess who understood the task and who needed further support. In a minority of lessons observed it was not possible for all pupils to clearly see the main blackboard. However, in a good Year 4 lesson, the teacher wrote the problem solving tasks for each group on large posters, which were displayed around the classroom for all to see. In all lessons, after the warm-up activities, pupils work in groups. Pupils with special educational needs and English as an additional language are given good support by classroom assistants and make good progress. The whole class then comes back together to share what they have learnt. Teachers maintain good class management and create a good atmosphere for learning. Although large number squares are displayed in each classroom, not all teachers clearly display number lines for pupils to refer to. Where they are on display, they are often too small or inconveniently placed for pupils to see and use.
99. There is no difference in standards between the different areas of the mathematics curriculum. By the age of seven standards in numeracy are good and pupils achieve well. The majority can confidently add and subtract two and three digit numbers, see patterns in number, continue a sequence to 100, recall their times tables and identify halves and quarters. By the age of eleven pupils have a good recall of number bonds and the strategies for addition, subtraction, multiplication and division of number. They can describe their mental strategies for recalling number facts. They can add and subtract three and four digit numbers and multiply and divide by 10, 100 and 1000 whole numbers and numbers with decimals to two places. The higher ability pupils can convert decimals to fractions. The use of calculators to check results is underdeveloped.
100. In their work on shape, space and measurement, Year 2 pupils can tell the time on a twelve-hour clock and can convert the hour, half hour and quarter hour from an analogue to a digital clock. They can describe the properties of a two-dimensional shape. By the age of eleven, pupils can tell the time on a digital and analogue clock and the more able can tell the time using the 24-hour system. They use appropriate language when describing two-dimensional and three-dimensional shapes and know the properties of the different types of triangles. They measure in centimetres and millimetres

to calculate the area of irregular shapes. The more able pupils can use the appropriate formula to calculate the area of circle.

101. In their work on data handling, pupils at the age of seven can draw graphs to show modes of transport to school or types of pets belonging to pupils in the class. At the age of eleven, pupils can construct bar, line and pie graphs of their results and interrogate graphs for information. For example, in a very good Year 6 lesson observed, a group constructed graphs to investigate if the fastest runners in the group also had the longest legs. Other groups compared bar and line graphs of rainfall and sunshine in holiday destinations and another group compared pie and bar graphs of rainfall and road types to decide on the best month and destination for a cycling holiday. The well-chosen activities, linked to real life situations, ensured that the pupils were challenged, well motivated and enjoyed the tasks. However, at both key stages, graphs are not always well constructed and titles for each axis and the graph as a whole are not always included.
102. The pupils' numeracy skills are used well across the curriculum. It is planned for in the nationally produced schemes being used in other subject areas. For example, in information communication technology pupils input data to produce graphs and charts, in history pupils use time-lines, in geography pupils use co-ordinates and in food technology pupils measure ingredients.
103. There is good leadership for the subject. This ensures a clear understanding of the strengths of the subject and areas to develop, which are identified in the annual development plan. In the past there has been the opportunity to monitor teaching and learning, including given staff feedback on areas for further development. However, there has not been the opportunity to monitor and work alongside colleagues this year. Work is sampled from all classes to track coverage of work and pupils' progress but this has yet to include a full analysis of test results to look at trends and areas of strengths and weakness. No booster classes have been held for mathematics this year. The co-ordinator has developed a good portfolio of work, which is a good basis for ensuring teachers are consistent in their marking. The subject is satisfactorily resourced but there is a lack of bright, large, number lines on display in classrooms and a lack of overhead projectors to help support explanations by teachers and pupils. Two successful parents' evenings about the numeracy strategy, and a talk by the numeracy advisor for Wandsworth, have been held recently, and also a workshop for parents to make resources to be used at home and school. The subject makes a good contribution to the spiritual and social development of the pupils.

SCIENCE

104. Teacher assessment results for the year 2000 indicate that at the end of Key Stage 1 the percentage of pupils reaching Level 2 (the level that an average seven year old can be expected to reach) or above, was well below national figures across all the areas of study. The percentage of pupils reaching the higher Level 3 or above was in line with national results in all areas of study except Physical Processes, where it was above. Overall the results are well below those of similar schools at Level 2 but above at Level 3. At the end of Key Stage 2, national test results indicate that the percentage of pupils reaching Level 4 or above was below the national average and that the percentage of pupils reaching the higher Level 5 or above were well below national figures. Overall the school's results at this key stage was well below those of similar schools. After steadily improving over the previous four years, last years results changed this trend. Boys performed slightly better than girls. The school has responded promptly to these results by greater use of practical investigations. This is already having an impact on pupils' achievement throughout the school. The low standards in science were due to a lack of rigour in tracking pupils' achievements over time, and weaknesses in matching work suitably for the mixed age groups in classes. This weakness is currently being rectified.
105. The standard of work of pupils at age seven is broadly typical of that expected nationally. Most pupils have appropriately developed experimental skills, gained through an improved range of practical activities, and they can describe processes using suitable terminology. They develop a sound understanding of life processes and living things and identify the differences between living and non-living things. In a Year 2 lesson for example, pupils examined how snails moved by observing their progress along the side of a glass beaker. They recognise the differences between

plants and animals and know what conditions plants require for healthy growth. Pupils know the names of the different parts of a plant. The school's environmental area is used well to support this area of the curriculum. Pupils understand that materials have different properties, and for example, how heat changes materials. Able pupils recognise that some changes are reversible while others not. They use appropriate language in their examination of forces and motion and able pupils recognise the effect that the surface can have on the motion of a car moving down a slope. By the end of the key stage pupils are beginning to appreciate the importance of a fair test. The standard of attainment is lower than that noted at the time of the last inspection when it was higher than national expectations. Pupils achieve well across the key stage as a whole but achievement is not consistent through it, being much stronger in the Year 2 classes, linked with consistently effective teaching.

106. The standard of work of pupils at age eleven is close to that expected nationally and their achievement over time is satisfactory and in some lessons better than this. By the time they reach the end of the key stage most pupils, for example, understand the functions of various parts of the eye and ear as well as the functions of parts of a plant in its life cycle and reproduction. Pupils in Year 6 have a sound understanding of the required skills and knowledge related to electricity and can explain the implications of a light bulb blowing in a series or parallel circuit as in a very effective lesson during the inspection. They have a sound appreciation of the reflection of light and use this knowledge to good effect making a periscope for example. By the end of the key stage, most pupils have gained knowledge across the programmes of study and gained some valuable experience in experimental work but lack of appropriately focused work has precluded able pupils from acquiring the appropriate depth of knowledge and skills of inquiry across all learning objectives. Pupils with special educational needs make sound progress relative to their individual prior attainment, as do pupils who have English as a second language. The attainment of the oldest pupils is lower than it was at the time of the last inspection, when it was above national expectations.
107. The quality of teaching overall is good. In Key Stage 1 it ranges from unsatisfactory to very good, in Key Stage 2, from satisfactory to very good. The quality of teaching has been maintained since the last inspection. Teachers' overall planning is generally sound but lacks detail with respect to the provision for the variety of abilities within each class and for pupils with English as a second language. In the most effective lessons teachers ensure that the learning objectives are clear to the pupils at the start of the lesson and that there is a review session at the end which includes an evaluation of these, so that pupils have an awareness of what they have achieved. In a Year 6 lesson based on electricity, for example, the review session included a clear summary of the learning that had taken place. Most lessons are well organized and teachers include a good variety of interesting and relevant activities within them. In Year 2, for example, the teaching motivated the pupils well by the provision of three different activities related to the snail and its movement. This lesson enhanced pupils' observation skills, enabled them to evaluate clearly how snails move across different surfaces and extended their vocabulary well. However, in less effective lessons the tasks do not challenge the pupils appropriately or engage their enthusiasm. This slows down the pace of lessons and reduces the impact of the learning. In a significant number of lessons teachers do not have appropriate expectations and levels of task for the range of abilities of pupils within their classes, some of which contain two different year groups.
108. Pupils with special educational needs and those who need language support receive good support and are able to access their tasks appropriately. Work sheets are appropriately planned to suit the pupils in the class who have lower levels of attainment, as in the Year 4/5 lesson based on the life cycle of the plant. Most teachers use resources well to support learning and in some instances borrow resources from other institutions in order aid their pupils' achievement. In a Year 5/6 lesson on digestion, the provision of a number of three-dimensional models, a wide variety of books and a full-sized torso on which models of organs could be positioned really enhanced the lesson. They motivated the pupils, gave them a clear understanding of the sizes of the various organs and tested whether they recalled the relative positions of these. "This book is really good" was one pupil's comment during his individual research. Teachers generally question pupils effectively when recapping previous work done or after an activity has been completed but pupils are not sufficiently involved in the questioning process of how something could be investigated in order to fully develop

their skills of inquiry. Relationships in classrooms are very good and this has a positive impact on learning. Where teaching is unsatisfactory, the teaching skills are not sufficiently well developed to cope with a challenging group of pupils in the class. Teachers enhance pupils' literacy skills well during science lessons. In Year 4/5, as part of their work on the life cycle of the plant with particular reference to pollination, pupils read the play "Buzz's Adventure", for example.

109. The curriculum complies with national guidelines and the school has revised its scheme after reference to the national published scheme. The curriculum provision has improved since the last inspection when it was in the process of being reviewed. The assessment of pupils' attainment and progress is limited and consists of end of key stage national assessment and tests and the teachers' annual report to parents. Pupils' work is satisfactorily marked and annotated with some helpful comments for the learner but there is no assessment of pupils' attainment and achievement during the key stages. A portfolio of pupils' work has been developed and this contains samples of work across the four attainment targets for Levels 1-4. While this is helpful for class teachers there is no indication of the year groups of the sample pupils who achieve these levels and no samples of Level 5 work included. The analysis of the results of national tests is undertaken but does not thoroughly track the progress of all the pupils in various ability groups or ethnic groups to ensure that they are achieving appropriately.
110. The subject leader monitors teachers' planning and a sample of pupils' work. However, the role of the subject leader in the monitoring of teaching and the support of colleagues in the classroom is underdeveloped. Staffing is good for the effective delivery of the curriculum. The accommodation is generally adequate for the effective delivery of the curriculum, but the classrooms in the temporary huts are cramped for practical work. Resources are satisfactory and are supplemented well by some class teachers who borrow models and books from other sources in order to have good provision for some topics. The support of the subject by information technology is limited but in the process of being developed. A science club for girls has recently been set up in response to last years national test results in order to enhance the interest and confidence of girls in the subject. The progress of the subject has been variable since the last inspection but there are positive signs of improvement since the decline of test results last year.

ART AND DESIGN

111. The attainment of the pupils aged seven and eleven is above national expectations with some examples of work that are well above the standards expected nationally. Pupils achieve well and sometimes very well throughout the school. Standards have been maintained since the last inspection and art continues to be a strength of the school.
112. In Key Stage 1, pupils experience a range of activities and media enabling them to explore pattern, colour and shape. They are introduced to paint, brush and crayon and learn to control these well. In Year 1, for example, pupils experiment with oil pastels and paint overlay. Throughout the key stage there are good examples of cross-curricular links. In a Year 1 lesson pupils examine the illustrations in their class book 'Polar Bear' and themselves experiment with tissue paper overlays. A sample of work done by a Year 2 pupil depicted the Great Fire of London, a vivid painting with a great sense of movement and colour. Collage work and printing skills are covered and pupils in Year 1 discover the different effects that can be achieved by printing with everyday items. Pupils' observational skills are developed well, the portfolio of pupils' work depicting two pictures of a tree done by the same pupil, the second one showing a very good improvement in observational skills after intervention by the teacher.
113. In Key Stage 2 pupils gain a good knowledge of the work of a wide range of artists from old masters to modern day artists. They experience painting in the style of Van Gogh, Hiroshige and El Greco, for example, and build up a good background knowledge of the painters and how they worked. A good illustration of this is the Year 4 lesson based on Seurat's painting 'The Bathers' where pupils compared the people in this picture with those in another painting by the same artist. Finding similar ones in each helped the pupils to understand that the scene as painted did not actually happen. Pupils' increased development of observational and interpretative skills is evident in Years 5 and 6 where pupils, after a visit to the Horniman Museum, create very effective African masks

both in clay and as paper collage pieces. Pupils use information technology satisfactorily to support their learning through the use of an art package and to retrieve information about aspects of art from the Internet. The progress of pupils with special educational needs and those pupils who have English as a second language is also good.

114. The teaching of art is good overall, and sometimes very good, all pupils being taught by the subject leader. Her very good subject knowledge, enthusiasm for the subject and high expectations produce high quality learning in the pupils and an enthusiasm for the subject. Lessons are well planned and after liaison with class teachers, often linked well to another aspect of the curriculum being studied that week. In Years 4/5 for example the art work was based on interpretation of flowers, while in science pupils were studying the life cycle of the plant. The relevant lessons supported and complemented each other well to the benefit of the pupils' learning in both. Through perceptive questioning the teacher helps the pupils to develop the ability to recognise effective work, done by themselves and others. Good pieces of work are shared with the rest of the class, even quite early in their production and briefly discussed, also developing in the pupils' openness about their work. Relationships within the classroom are very good and this contributes very well to the positive and purposeful working atmosphere evident. Pupils respond well in lessons and display good attitudes to learning. They show interest in the topics they cover and take a pride in their completed tasks, talking about their well-displayed work with pleasure.
115. The curriculum provision is very good and well supported by visits to art galleries and museums. Besides day to day links with other curriculum areas during lessons, particular links have been developed in collaboration with other subject leaders. This leads to good links across other subjects, for example in history, music and religious education. Good examples of this are an art/numeracy link designed to support pupils' work on number bonds, an art/ history link, including the preparation of CD ROMs to support learning based on William Morris and Elizabeth 1 and art/ special educational needs, which included a visit to the Tate gallery. Assessment procedures are informal but effective. Art contributes very well to the pupils' cultural development.

DESIGN AND TECHNOLOGY

116. It is not possible to assess the attainment of pupils at ages seven and eleven or their achievement throughout the key stages because of lack of evidence. Through discussion with pupils and staff together with scrutiny of documents and a small sample of pupils' practical and written work it is evident that the requirements of the National Curriculum are met. Standards were above national expectations in Key Stage 1 and in line with expectations in Key Stage 2 at the time of the last inspection. This represents a deterioration since the last inspection, as the subject is currently not being taught as systematically as before.
117. Pupils in Year 6 spoke enthusiastically about the work they had completed. This ranged from a mosaic border for the school pond made from broken bathroom tiles to African recipes, researched, made, tasted and assessed for tastiness by the class, and a model of a Victorian shoemaker's shop with moving parts. They expressed sensible opinions about their completed projects and had developed good critical awareness.
118. Only one design and technology lesson was observed during the inspection so no overall evaluation on the quality of teaching can be made. This lesson was of high quality, very well organised and executed and provided very good challenge for the pupils. During the lesson, Year 2 pupils examined the cardboard slide or lever mechanisms they had produced in a previous lesson. The teacher had modelled well a completed insect with movable wings and pupils referred to this during this part of their design process. The teacher emphasised the size of her insect with respect to the mechanism on which it fitted in order that the pupils drew insects of the appropriate size for their constructions. Pupils achieved very well during this lesson and the quality of learning was good.
119. The curriculum lacks detail but is designed to allow teachers to respond with design and technology projects that can be linked with other curriculum areas. This supports other curriculum areas well, as for example in Years 2/3 where pupils had made puppets and sewed Egyptian patterns on their skirts. However, it does not ensure that pupils benefit from a well structured and

increasingly more demanding curriculum as they progress through the school or that pupils' development of the requisite skills and their increasingly more detailed evaluation of their work takes place uniformly over time. Some design and technology projects had been started and not completed, for example. Assessment procedures are limited. The subject is led by the new headteacher, who is also a full time class teacher this year, so the time devoted to the development of the subject is limited. Her enthusiasm for the subject is evident, however. Resources are adequate and although some of the classrooms are small for practical work the school benefits from a small food technology area.

GEOGRAPHY

120. It was not possible to see any teaching in geography during the inspection, so standards have been judged from the scrutiny of work and teachers' planning. From this evidence, pupils' achievements are satisfactory in the subject and they reach standards similar to other pupils of their age. Standards overall have been maintained since the last inspection.
121. In Year 2, pupils name different parts of the British Isles and label different locations. They demonstrate mapping skills as they answer questions based on a plan of a park about locations and directions from one part or landmark to another. They draw routes from home to school and use appropriate labels to show directions and what they see on the way. Pupils in Year 6 name and label different European countries and provide details of key features on each about population, languages spoken and currency. On their school journey, pupils reinforce mapping skills and use this opportunity to learn about conservation and care for the environment.
122. Pupils, including those with special educational need and English as an additional language achieve appropriately against their prior attainment. This is reflected in pupils' increasing skills in communicating their findings and knowledge of geographical vocabulary, for instance when they study rivers.
123. There was no teaching seen during the inspection. Teachers' planning and portfolios of work focused on an environmental project shows good levels of involvement by pupils with some good work illustrating the use of school grounds, study of the pond and the use of an ecological action plan which pupils discussed in the school council.
124. The geography curriculum is enhanced by some fieldwork experiences but this is not sufficiently reflected in pupils' work. The subject leader is on maternity leave and the post is being held by a member of the senior management team. Since the last inspection, resources have been increased and made more accessible to teachers. There has been some monitoring by the subject leader with a focus on class observation. Targets for developing the subject are not sufficiently focussed on improving standards and the success criteria are not easily measurable to help assess their impact on learning.

HISTORY

125. It was not possible to see any teaching in history at Key Stage 2 during the inspection, so standards reached by the age of eleven have been judged from the scrutiny of work and teachers' planning. From this evidence, pupils' achievements are satisfactory in the subject and they reach standards similar to other pupils of their age by the end of the key stage. By the age of seven, pupils attain in line with national expectations. Overall standards have been maintained since the last inspection.
126. Pupils in Year 1 show awareness of the past beyond memory as they refer to their parents' recollections of the moon landing. In Year 2, pupils find out about schooling before their time by asking adults about their experiences and compare different aspect then and now. They listen attentively to these first hand accounts and show interest and curiosity as they discover unusual features like schooling during the war and some of the requirements that pupils had to comply with,

like washing and ironing the school uniform everyday. Pupils demonstrate understanding of similarities and differences and record these appropriately.

127. From scrutiny of pupils work, pupils in Year 5/6 demonstrate understanding of different aspects in the lifestyles and traditions of the Ancient Greeks. They research specific aspects starting from what they know already and use different sources of information including the use of CD-ROMs to find out about a range of aspects like the use of pottery, arts and crafts and the significance of the Olympic Games.
128. Pupils of all abilities achieve satisfactorily over time. This is reflected in their increasing use of historical evidence to record their findings and the use of different sources of information. However, in some instances progress during lessons is limited as pupils are given inappropriate tasks like colouring which does not advance their historical knowledge.
129. Good examples of linking history to literacy occur incidentally, for instance when pupils write diaries and impersonate historical characters. However, this approach is not systematically applied to make use of the historical content to promote and develop literacy skills.
130. The quality of teaching seen was satisfactory overall and in one instance very good. Where teaching is very good, effective methods like the interviewing of adults enable pupils to develop their insights and curiosity into the past, develop their listening skills and use what they know to ask further questions. Pupils' learning is also enhanced when good visual materials are used to focus pupils' attention and illustrate specific events, like the circumstances of the moon landing. However, occasionally, what the pupils are expected to learn is not clearly identified and shared with them with little attempt to summarise the main key points at the end of the lesson to enable pupils to advance their knowledge and skills. This inevitably results in limited progress.
131. Since the last inspection, resources were inadequate. This situation has improved, especially with regard to the access and use of artefacts. The history curriculum is now enhanced through visits to museums, visitors like the theatre group linked to the study of the Ancient Greeks and another to recreate a Victorian classroom. Pupils for instance have visited Fulham Palace to experience life in Victorian times, where they were able to dress up as Victorians and take part in a range of activities. Good use is made of prints and paintings as historical sources and the subject leader has been very active in developing CDs and providing effective leadership in the subject. She has closely worked with teachers in Key Stage 1. Planning is well monitored and priorities clearly identified to develop the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Standards in information and communication technology (ICT) are in line with what is expected of seven and eleven year olds. This represents an improvement since the last inspection in relation to attainment for seven year olds when they were below national expectations. Increasingly, opportunities are being provided for pupils to use information technology across the curriculum and notably in English and mathematics. The majority of pupils achieve appropriately and are developing their skills confidently.
133. In Year 2, as part of the literacy lesson, pupils use computers to write up stories planned previously with a focus on redrafting. They work collaboratively in pairs and many are able to use the spellcheck facility and a range of other functions. All pupils are competent in using the keyboard and mouse and respond well to the need for redrafting and the teachers' interventions as pupils revise the use of the cursor to insert words in mid sentence.
134. In Year 4, pupils work on a rota in pairs to produce advertisements as part of their work in English on persuasive writing. In Year 6, pupils use computers to reorder a poem, using copy, cut and paste. They demonstrate skills in retrieving files and use functions like highlighting, changing fonts and importing graphics. In a numeracy lesson, pupils use a spreadsheet and enter data from a scattergram detailing lengths of pupils' legs and time in seconds to run the same distance. However, they do not always know how to use the information gathered to interrogate the data or

select a particular feature to answer specific questions. This is mainly because there is no direct teaching to focus pupils' attention on specific outcomes and enable them to have a clear idea about the purpose of the activity.

135. Pupils including those with special educational needs and English as an additional language achieve appropriately against their prior attainment. Most of the activities seen during the inspection were mainly used to support subjects and there were few occasions to observe any direct teaching.
136. Pupils are interested in and motivated by the use of information and communication technology. They listen attentively during presentations and are keen to demonstrate their knowledge and skills. Pupils collaborate well when working in pairs and are proud of demonstrating their ability. They respond positively to requests of help by their peers.
137. The quality of teaching is satisfactory overall and has improved since the last inspection. Much of the teaching seen during the week of inspection was either in literacy or numeracy lessons, where information and communication technology is being used effectively to support these subjects. In these lessons, the teachers provide clear explanations of the outcomes of the activity and interventions are used to reinforce particular skills like redrafting or the use of particular functions to reorder a text. Teachers' knowledge is still variable and in the best teaching pupils are enabled to make good progress and make gains in their understanding of both the ICT element as well as the subject content.
138. Provision since the last inspection has improved with the use of ICT across the curriculum developing well. However, because the scheme of work is still being trialled and the network having been in place approximately a month before the inspection, the range of applications pupils are experiencing is not broad enough and some strands in the subject like control and modelling have not been taught systematically. The new requirement for developing communication through the use of electronic mail is also underdeveloped. There are currently no procedures for assessment in the subject and this makes it hard for the school to assess pupils' achievement and their progress over time, and to set them appropriate targets for improvement. Monitoring is limited to planning and needs to be extended to teaching and learning.

MUSIC

139. By the ages of seven and eleven, pupils reach standards that are above those expected for their age. Pupils achieve well in all elements of music due to the very effective teaching, and the curriculum that offers a broad and diverse range of musical experiences.
140. By the age of seven, pupils develop a wide range of musical skills including rhythm, melody, harmony, form, style and expression. Pupils learn to build upon this secure musical foundation as they move up the school. By the age of eleven, pupils have a widening repertoire of songs that they sing in unison and two parts. They read simple rhythm and tunes, including key signature tunes. Pupils listen to a wide range of music and have a growing knowledge of musical styles and the history of music.
141. There are many opportunities for pupils to perform in public in school, and elsewhere in the wider community, for example in musical festivals and celebrations. They develop an appreciation of ethnic music, popular, classical and jazz styles, to name a few. A significant minority of pupils have additional instrumental lessons, adding a further dimension to the quality of musical experience and skills.
142. The highly skilled music teaching ensures the pupils' own musicianship skills are developed carefully throughout the school. Pupils in reception and Year 1 understand that music is structured in many different ways. They repeat tunes and melodies accurately and identify contrasts in tempo and pitch as well as changes in textures and timbres. Pupils in Year 2 understand the effects of sound, timbre, staccato and legato, and choose sounds to create compositions. Many pupils play sounds with good levels of control and sensitivity, adding sound effects to songs, stories and poems.

143. As pupils move up the school, they describe accurately the nature, elements, people and events in sound, telling a story using sound by following a sequence of events. Pupils in Year 3 for example read from a graphic score and invent their own symbols for a graphic score. Some pupils in Year 4 have composed an accompaniment to a rap. They sing from memory with close attention to good diction and correct breathing. By Years 5 and 6, pupils have an increased knowledge of musical notation and understand how to perform using written notation. They write poems to a given structure, adding instrumental accompaniments. They are able to listen to a selection of national anthems and patriotic songs, analysing the content and melody in the process. Some pupils have written their own anthem.
144. The quality of teaching is good and music teaching includes precise techniques for improving the pupils' musicianship skills. This includes techniques for breathing properly when singing and using fingering appropriately when playing instruments. The detailed planning ensures that music is taught systematically, and skills are built on methodically. The separate music room is well used and resources have been carefully collected over time. They are treated with consideration and respect by all pupils. The subject is well led and enthusiastically managed. Pupils develop a joy and appreciation for music as a result of the teaching and energetic leadership.
145. The strengths from the previous inspection have been sustained effectively. Music made an important contribution to school life, and continues to do so now. It is an enriching and uplifting activity throughout the school. Music is played with sensitivity, and pupils sing with joy and energy.

PHYSICAL EDUCATION

146. During the inspection week, it was only possible to observe swimming and dance lessons. No gymnastics or games lessons were seen. Therefore, judgements are based on a limited observation of all areas of the physical education curriculum, teachers' planning and discussion with teachers, pupils and the co-ordinator. By age of seven and eleven, standards overall are in line with national expectations. Pupils achieve well, including those who have special educational needs. By the end of both key stages, standards in dance are good. By the age of seven standards in swimming are good, and very good by the age of eleven. Judgements are similar to those of the previous inspection.
147. The quality of teaching and learning throughout the school is good overall and has improved since the last inspection, when teaching was judged to be satisfactory. In a Year 2 dance lesson observed, teaching was very good. Teachers have good subject knowledge and set a good example to pupils by dressing appropriately and leading by example. All lessons include the essential elements of warming up and cooling down. Teachers ensure that lessons are well paced, which ensures that pupils work hard all the time. Teachers have high expectations of what the pupils can achieve and manage the pupils very well throughout lessons. This results in very good behaviour in lessons. However, not all teachers give pupils the opportunity to demonstrate to each other or to constructively evaluate each other's performance. In a good Year 6 dance lesson, with a 'sporting actions' theme, the teacher encouraged pupils to work in groups to develop a dance sequence to music. The pupils did so with enthusiasm and enjoyment. Although the teacher encouraged each group to demonstrate their dance, it was the teacher who evaluated rather than the pupils.
148. Where teaching is very good there is an obvious enthusiasm and a very good knowledge of techniques, which enables the teacher to intervene and move pupils' learning to a higher level. For example, in the very good Year 2 lesson, about spring time and growth, the class teacher joined in throughout the lesson and continually questioned, praised and evaluated pupils in order to motivate and challenge. A very good range of music was used to represent the different aspects of growth and change. The pace of the lesson was very good and the time was well used. The enthusiasm of the teacher and the good lesson preparation, ensured that no time was wasted and the pupils were able to make very good progress. By the end of the lesson pupils were performing a complete dance sequence to the music. They were also very aware of how continuous exercise affects the body and heart rate. All teachers stress the need for safety in lessons and have good control. Pupils are very good at responding immediately. Pupils are enthusiastic about physical education

lessons. They respond well to activities and show enjoyment in lessons. They work well individually, in pairs and in groups. Pupils with special educational needs are fully included and involved in all physical education lessons.

149. By the age of eleven, pupils are able to perform with suppleness, control, accuracy and safety, a range of basic skills such as throwing, catching, balancing and travelling in a variety of ways and directions. They demonstrate good control when linking actions together. They work very well in teams and understand the tactics and rules of a variety of attack and invasion games. The majority of pupils swim the minimum requirement of 25 metres when they leave the school. However, by Year 6, many pupils are reaching a much higher standard with many swimming distances ranging from 400 metres to 1000 metres.
150. The school uses national guidelines as a basis for planning. This ensures continuity and progression. The use of assessment is unsatisfactory in almost all areas of the physical education curriculum, except for swimming where pupils' achievements are closely assessed.
151. The playground is adequate in size. The hall is adequate for Key Stage 1 pupils but is small for the older pupils at the end of Key Stage 2. Years 5 and 6 sometimes use the hall of the adjacent school for gymnastics lessons. Music from the music room next to the hall impacts on physical education lessons, thus occasionally interfering with the momentum of the lesson and concentration of the pupils.
152. The breadth and range of the physical education curriculum is good. The wide and varied curriculum includes gymnastics, football, netball, korf ball, cricket, athletics, and country dancing. All classes have regular swimming lessons, which accounts for the high standards in swimming. The two annual residential visits include orienteering, sailing, hiking, horse riding, ice skating, ten pin bowling, swimming, windsurfing and fishing.
153. There is a good range of extra curricular activities, which includes football, netball, korf ball, cricket, athletics and swimming. All are open to boys and girls although the majority are mainly offered to Key Stage 2 pupils. Good links have been established with Wimbledon Football Club, the Bec Club for korf ball and the Surrey Cricket Club. Pupils from the local secondary school have also helped with sports and dance coaching. The school successfully takes part in inter-school activities and is particularly successful in swimming. In recent years pupils have achieved numerous gold, silver and bronze medals, and first place trophies, in the Wandsworth primary schools competitions and have also successfully competed in the English Schools Swimming Gala held in Sheffield. The subject makes a good contribution to the spiritual, moral, social and cultural development of the pupils. For example, pupils work well together in groups and in teams. They are learning to play to rules. In dance lessons a wide variety of music, from popular to classical, is used as a stimulus, although they are not always referred to by name. The co-ordinator is enthusiastic and has ensured that standards and the rich curriculum have been maintained since the previous inspection. However, she has not had the opportunity to monitor lessons or work alongside colleagues.

RELIGIOUS EDUCATION

154. During the inspection week it was only possible to observe lessons at Key Stage 2. Therefore, judgements for Key Stage 1 are only based on scrutiny of pupils' work and discussion with pupils, teachers and the co-ordinator.
155. By the age of seven and eleven, pupils' knowledge and understanding of religious education are good and exceed those set out in the locally agreed syllabus. Pupils, including those with special educational needs and English as an additional language, achieve well in the subject as they move through the school, as a result of a well established scheme and good teacher knowledge. It is not possible to make a judgement about teaching at Key Stage 1 but the quality of learning is good. The quality of teaching and learning at Key Stage 2 are good. In two lessons observed teaching was very good. Teachers have good knowledge and understanding of the subject, plan effectively and relate moral issues to a religious base. They make good use of religious stories from Christianity, Hinduism, Buddhism, Judaism, Islam and Sikhism and also discuss the values and beliefs of humanists. Teachers share their personal religious beliefs with the pupils and parents are also encouraged to visit the school to talk about their beliefs. This creates interest in the subject and leads to good attitudes and good understanding by the pupils. Judgements are similar to those of the previous inspection.
156. Pupils in Year 2 are able to retell stories from the Bible well, for example, the main events of the birth and crucifixion of Jesus and the stories told by Jesus. They know the story of the Good Samaritan and the Prodigal Son. They can describe different places of worship, for example the church, the synagogue and the mosque, and can retell stories from Judaism and Islam. By Year 6, good teaching and their own knowledge enable the pupils to make a comparative study of religious and humanist beliefs. The study of other religions helps to foster a strong sense of respect amongst the pupils for a range of beliefs. Their learning in assemblies also reinforces this. Pupils are encouraged to reflect on the stories they have learnt. In a very good Year 6 lesson pupils were encouraged to reflect on the Golden Rules in Sikhism as told by Guru Nanak. The teacher led a good discussion, which led to thoughtful responses from the pupils, who then produced their own golden rules. In a very good Year 5 lesson, the effective use of symbolic artefacts, for example a Kanga (comb), Kirpan (knife) and a Kara (bangle), and the very good knowledge of the support teacher for ethnic minority pupils, led to a good understanding by the pupils of the 'Five Ks' of Sikhism and the importance of Guru Gobind Singh.
157. Religious education makes an effective contribution to pupils' writing, speaking and listening skills.
158. The co-ordinator gives good leadership. She has very good subject knowledge and supports colleagues well. They clearly respect her knowledge, understanding and the support and advice that she gives. However, she has had little opportunity to monitor in classes and to work alongside teachers. She has established good links with local religious communities and religious leaders, which enriches the curriculum. For example, the vicar, the Imam and the Rabbi visit the school to talk to pupils in assemblies. A pupil from the adjacent secondary school has also taught dance for Diwali to Year 5 and 6 pupils. The co-ordinator has been a member of the local Standing Advisory Council on Religious Education. She has a good awareness of the strengths of the subject and the areas for development. She has arranged for a staff training session to be held at the local mosque in the coming term.
159. Teachers do not yet systematically assess pupils against the attainment targets of the agreed syllabus and the use of assessment has declined since the previous report, when it was judged to be very good. The subject is generally satisfactorily resourced but there is a need to increase the school's collection of religious artefacts. The school supplements resources by borrowing artefacts from the teachers' centre and the community.
160. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. There are many worthwhile opportunities for pupils to reflect on the significance of religious stories and their relevance to their own lives. Spiritual awareness is enhanced by responding to artefacts and buildings, and pupils are led to identify common threads in moral

teachings from different faiths. Through learning about the traditions and celebrations of Judaism, Islam, Hinduism and Sikhism, pupils gain a deeper understanding of Britain as a multi-faith society and learn to appreciate and value cultural differences.