

INSPECTION REPORT

DOG KENNEL HILL PRIMARY SCHOOL

East Dulwich, London

LEA area: Southwark

Unique reference number: 100786

Headteacher: Pat Boyer

Reporting inspector: Tony Painter
21512

Dates of inspection: 10th – 13th January 2000

Inspection number: 190877

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Dog Kennel Hill East Dulwich London
Postcode:	SE22 8AB
Telephone number:	0171-274-1829
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Appropriate authority:	Governing body
Name of chair of governors:	Peter Bibby
Date of previous inspection:	29 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
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Keith Hepworth	Lay inspector		Support, guidance and pupils' development Partnerships with parents
David Matthews	Team inspector	Science Geography History	Curriculum and other opportunities
John Linstead	Team inspector	Mathematics Art Equal opportunities Special educational needs	
Ann Shaw	Team inspector	English English as an additional language Physical education	
Piers Bilston	Team inspector	Religious education Design and technology	Pupils' attitudes, values and personal development
Carole Jarvis	Team inspector	Children under five	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dog Kennel Hill is a large community primary school for boys and girls 3 -11 years old. There are 47 part time and 25 full time children in the nursery. The main school has 388 pupils. Pupils come from a variety of minority ethnic backgrounds with the largest groups of Black African and Caribbean heritage. Children have a wide range of backgrounds but their overall attainment on entry is below that found nationally. The proportion of pupils eligible for free meals, at 45 per cent, is well above the national average for this type of school. A very large proportion of pupils has English as an additional language and around twenty per cent of pupils are at an early stage of English language acquisition. There are 152 pupils on the register of special educational needs (above the national average), eight of whom have statements of special educational needs.

HOW GOOD THE SCHOOL IS

This is a highly effective school with a clear vision and effective strategies for improving standards. Good teaching promotes pupils' learning well. There is some particularly effective teaching in the arts. The school makes excellent provision for pupils' personal development. Although it has high unit costs, the school provides very good value for money.

What the school does well

- Overall standards are rising and are now above national averages.
- Pupils achieve above national expectations in English, mathematics, history and physical education.
- There are particularly high quality performances in music, art and drama.
- A very positive ethos with high moral standards creates a happy school and encourages pupils to have very good attitudes to lessons.
- There is very good leadership. The headteacher sets an excellent example and works in very effective partnership with staff and governors to steer the school's improvements.
- Pupils' wide range of cultural backgrounds is respected and used effectively to promote the personal development of all pupils.
- Very effective links with parents inform and promote the work of all pupils in the school.

What could be improved

- Insufficient provision for design and technology leads to unsatisfactory achievement.
- Teachers do not always make sufficient use of recorded assessments when planning work to build upon pupils' earlier work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Good improvement has been made, particularly in the provision for children under five and in information technology. Effective action to improve literacy and numeracy teaching has resulted in higher standards with very high standards now found in Key Stage 1. Most of the action points from the last inspection have been tackled well but the school's provision for design and technology is still unsatisfactory.

STANDARDS

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

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

The table shows, for example, that although pupils' results in English were below national averages, they were above those found in similar schools. Overall results are in line with national averages. Variations in the school's results over time and between subjects are largely due to the characteristics of different year groups. The school has set appropriate targets and standards are generally rising, particularly in younger pupils. Improved provision for children under five is leading to higher standards in Key Stage 1. This is shown in the most recent National Curriculum results for the key stage. They are well above national averages and in the highest five per cent of similar schools nationally. These higher standards are gradually raising standards in Key Stage 2, particularly in English and mathematics, where standards are now above national averages. Standards in science, information technology and religious education are average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have extremely good attitudes and show keen interest in their lessons. They settle quickly to their tasks, concentrate and work hard.
Behaviour, in and out of classrooms	Very good behaviour, pupils develop very good understanding of right and wrong. They take full responsibility for their own actions.
Personal development and relationships	Very good. Relationships are excellent and pupils develop very good levels of co-operation and support for each other.
Attendance	Satisfactory and there are very good systems to promote good attendance. There are still some weaknesses in pupils' punctuality.

Pupils' very good attitudes ensure their attention to work and promote high standards. Excellent relationships create an effective learning environment where pupils develop respect for the feelings and beliefs of others. There are increasing opportunities for pupils to take initiative in their work.

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.

The teaching in 97 per cent of lessons was satisfactory or better, with only three per cent judged as unsatisfactory. Over 18 per cent of lessons had teaching that was very good or excellent. The good quality of teaching has a very positive effect on pupils' learning. Teaching of English is good with effective use of the National Literacy Strategy to supplement the school's own well-considered plans for developing literacy skills. Mathematics teaching is good and teachers take good opportunities in other subjects to promote numeracy skills. Teaching effectively meets the needs of all pupils. Those with special educational needs are well supported to enable them to learn. Pupils for whom English is an additional language are very well supported, particularly in Key Stage 1. They have access and make good progress in the whole curriculum. The school is very effective in teaching aspects of the arts, particularly music. Teaching of design and technology is sometimes restricted by teachers' limited knowledge and understanding of the subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad range of valuable opportunities meet the interests, aptitudes and needs of pupils. There is a strong arts focus. Pupils' personal and social development is particularly well supported.
Provision for pupils with special educational needs	Good provision enables pupils to make good progress, well supported by classroom assistants.
Provision for pupils with English as an additional language	Strong provision and careful monitoring, particularly in Key Stage 1, helps pupils to have full access to the whole curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent provision overall. The wide range of pupils' cultural backgrounds is respected and promoted throughout the school. The provision has a positive effect on the ethos of the school and contributes successfully to pupils' high, and improving standards.
How well the school cares for its pupils	Teachers know pupils very well and make effective use of their knowledge in lessons. Less effective use is made of assessments in medium term planning.

The school has excellent relationships with parents and these have an extremely positive effect on the work of the school. The school's provision for literacy and numeracy is good, and pupils have good opportunities to use their developing skills across the curriculum. The provision for information technology is improved from the last inspection but design and

technology is still not adequately taught and standards remain unsatisfactory. There is a high standard of care for pupils with excellent procedures to eliminate oppressive behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher with very effective teamwork between staff and governors. Enthusiastic leadership shows a clear commitment to raising standards.
How well the governors fulfil their responsibilities	The governing body works effectively and is keenly aware of the school's strengths and weaknesses. It fully meets all statutory requirements.
The school's evaluation of its performance	Very good monitoring by the headteacher informs all the work of the school. Subject co-ordinators monitor planning and pupils' work but take few opportunities to look at lessons. There is very good analysis of National Curriculum test results and other data leading to improved provision and higher standards.
The strategic use of resources	Good levels of resources are used effectively throughout the school.

High quality management is an important factor in the success of the school. Particularly strong leadership from the headteacher steers all the work of the school. There is very effective teamwork between governors, staff and parents in determining the school's priorities. This gives a coherent momentum to developments in the school. The principles of best value are applied to all uses of resources. The school's accommodation is good and there are very good levels of resources, particularly in information technology and music. The levels of teaching and non-teaching staff are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Positive leadership and caring staff. • The approach to equal opportunities. • High standards achieved. • The quality of school reports and teachers' information. 	<ul style="list-style-type: none"> • Some parents would like to see a more extensive range of out-of-school activities.

Parents are very supportive of the school, its staff and all of its work. The inspection confirms the positive views of parents. The standards that pupils achieve by the end of school are high in comparison with similar schools nationally. Inspectors are unable to support some parents' criticism of the range of out-of-school activities, as the range is already good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school's National Curriculum assessment results, in both key stages, are generally rising. This reflects the increased attention being paid to the development of pupils' literacy and numeracy skills through the school. The school undertakes good analysis of National Curriculum assessment data and other measures of pupils' attainment. This analysis is constructively used to determine the priorities for the school and to set challenging but realistic targets. Progress towards those targets is also systematically analysed to ensure that standards continue to rise. The inspection generally confirms the rising standards indicated by the results of the assessment tests and tasks. Particular improvements are apparent in the results at Key Stage 1, where the school's improved attention to the provision for children under five is having an increasing effect.
2. In the 1999 Key Stage 1 tests in reading, writing and mathematics, for example, pupils achieved standards well above national averages. The school's results were very high when compared with schools with similar intakes, appearing in the top five per cent of all such schools. Particular strengths of pupils' achievements are evident in the high proportions of pupils achieving the higher Level 3 grades in all three tests. Teacher's assessments of pupils' attainment in science in Key Stage 1 suggest attainment that is also well above national averages.
3. The evident improvement in results shown in Key Stage 1 assessments have not yet fully appeared in Key Stage 2. Results over the last four years have been variable and generally reflect the respective abilities of the different cohorts. However, the trend has been to maintain and improve standards. Pupils' attainment in mathematics and science is in line with national averages and is well above that found in similar schools. Attainment in English in 1999 was below the national average although it is above that found in similar schools. Evidence from the inspection suggests that further improvements have already taken place. Standards are continuing to rise as a result of the improved performance of the younger pupils as they move through the school. Relative weaknesses in many pupils' standards in English are often related to their developing confidence in the language.
4. Children enter the nursery with attainment below that generally found nationally. They make good progress and good gains in learning in the nursery and reception class in all the areas of learning. By the time children enter compulsory education, their attainment is similar to that found nationally, with most pupils achieving most of the Desirable Learning Outcomes¹. Teachers place good emphasis on children's personal development. All adults help children to build good relationships, which gives them confidence to work well with others and persevere with tasks. Children are polite and behave well. They gain greater understanding of the feelings of others and a respect for children from other cultures. Language and literacy skills are developed well through the many good opportunities to talk to adults and children, listen to stories and write for a range of purposes. They are eager to explain their activities and share their experiences. They develop a love of books and enjoy writing. A range of appropriate activities enables children to gain numeracy skills. They sing number rhymes, count with increasing accuracy and recognise and recreate pattern. Children

¹ Desirable Outcomes for Children's Learning on Entering Compulsory Education – SCAA/DfEE. These are goals for children's learning by the time they begin compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

make good gains in their knowledge and understanding of the world. They talk about their scientific observations confidently and explore and select materials to build models or make pictures. They use the computers competently, using simple tools and the mouse to paint and draw. Children make particularly good gains in creative and physical development. They investigate a range of percussion instruments to produce a variety of controlled sounds. They name unusual instruments and recognise the materials used in making them. Good gains in physical development result from varied play opportunities in the outdoor play area and planned physical education lessons for the reception children.

5. Pupils' overall achievement in English is good and pupils make good progress throughout the school. From entry to the school, pupils have good opportunities to listen and speak. They take part with enthusiasm and develop their vocabulary well. By the end of Key Stage 1, their standards of speaking and listening are above national expectations. In Key Stage 2, pupils gain greater confidence in speaking through drama productions and class discussions. They listen carefully to teachers and other pupils, with respect for opinions and beliefs. In activities such as the School Council, pupils of all ages discuss pertinent issues and improve their ability to debate. By the end of Key Stage 2, pupils express their ideas clearly and confidently when talking to each other and the adults working in the school. In reading, phonic and other basic skills are effectively taught in Key Stage 1. Pupils, including those with English as an additional language, make good gains in their learning. Pupils read with increasing confidence and use a wider range of information when trying to make words they do not know. By the end of the key stage, pupils read expressively with good understanding of their stories. Pupils in Key Stage 2 gain greater independence in their reading and make more considered choices of their reading material. Classrooms have good ranges of books to read and these effectively encourage pupils to read for pleasure. By the end of the key stage, pupils use books appropriately to gain pleasure or knowledge. They appreciate a range of authors and offer good reviews and opinions of what they have read. Their reading is above the levels found nationally. Pupils achieve good standards in writing in both key stages. Pupils in Key Stage 1 write in an appropriate range of forms making increasing use of punctuation such as capital letters. By the end of the key stage, many join letters correctly and write in a cursive style. Pupils in Key Stage 2 improve their skills of punctuation and grammar. They write in an increasing range of forms including poetry, reports and descriptions. By the end of the key stage, they write creatively and factually with increasing attention to structure and widening vocabulary. Pupils have some skills of re-drafting but computers in classrooms are not sufficiently used to help pupils to develop these skills. There are good opportunities for pupils to apply their developing literacy skills in subjects such as history, geography and science.
6. In mathematics, pupils achieve standards in Key Stage 1 that are above the national average. They gain greater knowledge of number bonds and use these with increasing confidence in computation. This is particularly evident in pupils' increasing speed of mental calculations. By the end of the key stage, pupils solve appropriate problems, have good knowledge of mathematical terms and measure length accurately. They have understanding of different ways of expressing information in graphs. In Key Stage 2, standards are above the national average with some higher attaining pupils achieving high standards. Pupils have increasing confidence with number and they develop a good range of strategies to tackle problems of different types. By the end of the key stage, they use fractions, decimals and larger numbers accurately in a variety of contexts. They understand perimeters and areas and use graphs to read information. Pupils use their numeracy skills effectively in subjects such as geography, design and technology and information technology.
7. Pupils' progress in science is good throughout the school. By the end of Key Stage 1, pupils achieve standards that are above those expected nationally. They have good

levels of knowledge of types of energy and recognise how some changes cannot be reversed. They use good scientific language when discussing the properties of materials. The higher standards being achieved by younger pupils have not yet moved through the school. Pupils achieve levels of attainment that are in line with national averages by the end of Key Stage 2. Pupils gain knowledge of the major organs of the body and learn the parts of a flower. They have appropriate investigational skills and are able to suggest ways of creating fair tests of their hypotheses. Higher-attaining pupils have generally good understanding of forces although they have less understanding of magnetism.

8. Pupils achieve standards in information technology that are in line with those expected of pupils of their ages. This represents clear improvement since the last inspection when the school's provision and standards were both unsatisfactory. However, standards are rising as a result of teachers' effective use of the new computer suite. Pupils of all ages are making good gains in their learning. Standards are rising as pupils build effectively upon their earlier learning. By the end of Key Stage 1, pupils use the mouse and keyboard with confidence when drawing pictures and adding text. They write text and make appropriate changes in its appearance. They work with increasing confidence and independence, for example when finding information from a CD-ROM. Pupils in Key Stage 2 correctly use an increasing range of technical language in talking about their work. They operate programs with greater accuracy and understanding. Older pupils make effective use of databases to find information. Some higher attaining pupils create appropriate graphs to illustrate their work. They write programs to draw mathematical shapes.
9. Standards in religious education are in line with those described in the locally Agreed Syllabus by the end of Key Stage 1. Pupils have increasing understanding of festivals and celebrations of a number of faiths; particularly those represented in the school. They speak with confidence about events such as the birth of Christ and Hanukkah. In Key Stage 2, pupils gain good knowledge of important religious events such as Eid. They take part in high quality class discussions, for example about jealousy as a response to a story from their study of Sikhism. Pupils listen respectfully to the views of others. These discussions are clearly beneficial to pupils' knowledge and understanding. However, pupils have few opportunities to reflect their growing awareness in written activities. The overall standards that pupils achieve are above those described in the locally Agreed Syllabus by the end of Key Stage 2.
10. The standards that pupils achieve in design and technology are below those expected nationally, particularly in their designing skills. This was indicated as a weakness in the last inspection report. Teachers generally make too little provision for pupils to design their own work and then build their objects. Some design and technology activities do not give sufficient opportunities to develop their own ideas. As a result, pupils' rate of learning is unsatisfactory. Many pupils understand the need for evaluation and some teachers with better subject knowledge develop pupils' skills appropriately. However, there is a lack of clear progression of pupils' skills in designing, making and evaluating.
11. Pupils make very good gains in the learning about music. A comprehensive programme of activities gives pupils plentiful opportunities to understand elements of music through their own compositions. Pupils develop high levels of skill in a wide range of percussion instruments and use these skills in performances within classes, the school and in public. Good opportunities to take part in ensembles such as steel bands and drumming groups further enhance pupils' learning. Pupils gain skills of

discussion and working co-operatively through their music lessons and these have a very positive effect on all the work of the school.

12. In geography and history, pupils achieve levels of attainment that are in line with national expectations by the end of Key Stage 1. Pupils gain appropriate levels of knowledge through teachers' effective use of resources, including the local area. Pupils identify elements such as shops, buildings and types of transport that distinguish an area. They are less competent at identifying the physical features of an area. In Key Stage 2, pupils continue to make appropriate progress in geography. By the end of the key stage, pupils have appropriate knowledge of the world and use maps and atlases to find out about different countries. They have understanding of some environmental changes and their possible impacts. Many talk about their work with good use of geographical terms. Pupils' standards in history are above national expectations by the end of Key Stage 2. Their learning develops at a good pace and they are given good skills to think critically. Most can relate a number of historical events and set them into a particular period of history. They have sound understanding of a number of ancient civilisations and how we gain evidence of their existence.
13. Standards in physical education are above national expectations by the end of both key stages. Pupils' learning in Key Stage 1 has been improved through effective links with the nearby sports centre. However, some lessons do not always offer sufficient challenge to pupils. Pupils in Key Stage 2 make good gains in their skills and understanding. They build effectively on earlier learning and work with increasing control. Work in dance is particularly effective and pupils in Year 6 achieve high standards.
14. By the end of both key stages, pupils achieve standards of attainment in art that are above those found nationally. In Key Stage 1, pupils develop good skills in using a wide range of media. They draw and paint with good attention to line, tone and colour. In Key Stage 2, pupils build effectively on their skills and apply them with increasingly sophisticated effect. Drawings of Victorian artefacts, for example, are detailed and accurate. Many pupils produce work of very high quality and show good understanding of techniques such as perspective.
15. There are no significant differences between the standards achieved by pupils of different gender, background or ethnicity. Pupils with special educational needs make good progress and reach levels of attainment in line with their capabilities. All pupils on the school's special needs register have an individual education plan which accurately identifies their difficulty. Clear indications are given of the programme devised to help them to progress. Pupils engaged in the Reading Recovery programme make rapid progress in their learning. Those pupils for whom English is a second language are very well supported at an early stage of their time in school. This effective support enables them to quickly take a full part in lessons. It leads to impressive gains in learning that allow them to learn in line with their abilities. Most do not require additional support beyond Key Stage 1. By the latter years of Key Stage 2, these pupils are confident and independent users of English.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to school and their enthusiasm for learning are excellent. They are keen and eager to come to school and want to listen, learn and participate. In English, Key Stage 1 pupils pay excellent attention to the teacher and each other. In Year 6 religious education, the excellent and mature pupil attitudes in discussing their millennium pledge, help to make a very strong contribution to pupils' overall personal development. In physical education in a dance lesson in Key Stage 2, all pupils are extremely involved and interested in their dance activities. In almost all lessons pupils settle very quickly to their written tasks and their listening skills are excellent.

Throughout the school, pupils show extremely good attitudes in music where they work together constructively to create pieces of music. They work co-operatively with good levels of respect for the opinions of others. Performances play a very positive role in developing pupils' sense of team playing that is an important factor in the ethos of the school. In the School Council meetings, which include pupils from Year 2 to Year 6, pupils show very mature attitudes when discussing playground rules and are very thoughtful in their suggestions for forthcoming events.

17. All children under five, including the very youngest, enter school confidently and enjoy coming to school. They learn to share toys and activities and form good relationships with adults and other children. They begin to understand the difference between right and wrong and show remorse when they displease their teachers. Children under five begin to take responsibility for their learning through choosing activities and persevering to complete tasks. They gain confidence being with older pupils when attending assemblies.
18. Pupils with special educational needs and those for whom English is a second language have very positive attitudes and are fully involved in the activities of the school. They form good relationships with their teachers and especially with the learning support assistants and specialist teachers working closely with them. Pupils with emotional or behavioural difficulties respond well to the sympathetic treatment shown to them by teachers and their classmates.
19. Pupils' behaviour is very good in almost all lessons and this is making a very positive contribution to the pace of pupils' learning. Behaviour around the school and in the playground is also very good and often excellent. There is no evidence of oppressive behaviour in any form. Pupils play and work together extremely co-operatively and enjoy each other's company. In some very sensitive discussions during personal and social education lessons in Year 2 and Year 6, pupils clearly understand about how their actions can affect others. In Year 5, pupils are very sensitive when discussing the beliefs and values of other faiths when looking at symbols. In the School Council, pupils are aware of the impact and necessity for rules. All pupils listen carefully to their teachers and each other and always show respect for the feelings and beliefs of others.
20. When pupils are given opportunities to take responsibility they respond well and take their duties as councillors in the School Council or 'yellow sash' helpers during playtimes, seriously. However, pupils tend to do as they are told very well, rather than necessarily noticing what needs to be done. When given the opportunity to experiment, plan and organise their design and technology work in Year 5, they do so enthusiastically. All relationships throughout the school are excellent and this is evident in classrooms between pupils and also with adults and pupils. Pupils are treated with great respect by adults and they reciprocate this very well. These high quality relationships are the solid foundation of the effective work in the school.
21. Pupils' attendance is broadly in line with that found in similar sized schools nationally and is satisfactory overall. Attendance and punctuality has improved since the last inspection. The school has worked hard to impress on parents and pupils the need to attend regularly and on time. There are some pupils whose punctuality is still erratic. However, this does not now disrupt lessons or affect other pupils' learning. The overall trend in attendance is one of steady improvement over the past three years and the school is confident that this will continue. There are good procedures for monitoring attendance and punctuality and staff are aware of the importance of maintaining standards. Attendance figures are collated weekly and the school awards a cup to the class with the best weekly attendance. The cup is presented at the whole school assembly, which gives the headteacher an opportunity to reinforce the importance of

good attendance to pupils and to those parents who attend. Registration is completed quickly and efficiently. Pupils organise themselves well and quickly settle to their work whilst registration takes place. Attendance registers are completed correctly and all statutory requirements are met. Unauthorised absence is broadly in line with that found in similar schools. Parents are helpful and usually inform the school promptly of illness or other reason for absence. There is good liaison with the Education Welfare Service to follow up any concerns.

HOW WELL ARE PUPILS TAUGHT?

22. The overall quality of teaching is good and this effectively enables pupils to learn and make progress. Throughout the school, teachers have excellent relationships with pupils and use these to create very effective learning environments. The quality of relationships reflects teachers' very appropriate recognition of pupils' qualities and respect for their opinions and ideas. Pupils respond well to teachers and show good levels of interest in their work. Although teachers have well-developed strategies to ensure their management of pupils, they rarely need to employ these as pupils are keen to apply themselves to the wide range of interesting tasks. When necessary, teachers demonstrate very good levels of control. They are firm in their insistence upon good behaviour and pupils respond appropriately. Many teachers use their praise of pupils' self-control effectively to promote their high standards. This leads to pupils' understand of what is required of them and further improves the atmosphere for learning.
23. Teachers are well organised and make effective use of the resources available to them. In particular, teachers make very good use of the specialist teaching available in information technology and music. Through effective organisation, teachers are able to work with smaller groups of pupils. This work is invariably challenging for pupils and teachers make good use of the opportunities to work closely with individuals and small groups. They use questioning effectively to challenge pupils' thinking and to extend their ideas. Very good use is made of technical language, appropriate for the subject being taught. This is very apparent, for example, in information technology, science and music. When new vocabulary is taught, teachers explain clearly what the term or phrase means. This is particularly helpful for pupils with English as an additional language and promotes their progress very well. Once new terms have been taught, teachers insist on their correct usage in all explanations and this further develops pupils' thinking and understanding. The very effective questioning also develops pupils' speaking and listening skills well. Pupils gain confidence in expressing their ideas before classes and the school.
24. Planning is secure with clear indications of what teachers expect pupils to learn. They often share these with pupils at the beginning of lessons and this gives further purpose to pupils' learning. Explanations and introductions are generally appropriately paced and lead quickly to pupils' activities. However, in a small minority of lessons introductions are over-extended or pupils are required to wait for periods before taking part in tasks. On these occasions, some pupils begin to lose interest and teachers need to apply control strategies to manage the classroom. In a very small minority of lessons, this leads to unsatisfactory rates of progress. Generally, however, lessons proceed at good pace. Tasks are effectively planned to ensure the time in the lesson is used well. Effective time targets, for example, are often set and this ensures that pupils work at good pace.
25. The use of support and specialist staff is a particularly strong aspect of teaching throughout the school. Specialist staff in information technology and music, for example, have excellent subject knowledge and an enthusiasm for the subjects that conveys itself well to pupils. They are very clear of what pupils need to learn and

make this clear to pupils. Effective use is made of discussion sessions at the ends of lessons to consider what has been achieved and for teachers and pupils to assess this. Teaching in music is particularly strong with very good attention to developing pupils' composing skills as a foundation for learning about and from music. The high quality teaching gives pupils confidence in themselves and leads to high quality performances from pupils. Teaching in information technology is much improved since the last inspection and there is a good programme for pupils' development of basic skills and competences. Teachers work together well to ensure that pupils now gain skills across the whole curriculum, primarily making use of the new computer suite. However, few opportunities are taken to use the computers that are based in classrooms to apply pupils' developing skills

26. Teachers know their pupils well and are very sensitive to their successes and problems. Many are very responsive to pupils who find work difficult and work effectively with them to resolve the problem. For example, they rephrase questions, encourage deeper thinking and refer back to earlier work well. These strategies are effective and have a very positive effect on the rate of pupils' learning. Marking is often very supportive and gives pupils, particularly in Key Stage 2, good advice in improving their work. Many pupils are given good opportunities to identify their own targets for improvement that they identify in order to evaluate later. These strategies also give pupils greater independence in their work and their learning.
27. The teaching of English is good and there is particularly effective teaching of literacy. Teachers have good levels of knowledge and understanding and use aspects of the National Literacy Strategy effectively within the school's well-organised approach. There is very effective teaching of reading with very good systems to track pupils' achievements. Teachers place great importance on the need for pupils to gain independence in their reading. They make effective use of the wide range of reading books available in classrooms and in the libraries. Teachers give pupils very good opportunities to write in a wide range of styles for very relevant purposes. They make their high standards for presentation very clear to pupils and they respond well by setting themselves higher targets and improving their work. Pupils have generally good opportunities to use their literacy skills across the curriculum. They gain information from books and CD-ROMs, for example, and write in a wide range of contexts.
28. Mathematics teaching is good and pupils learn effectively as a result of well-planned mathematics lessons. Teachers have enthusiasm for the subject and match tasks very well to the needs of pupils of different attainments. This enables pupils to have consistently challenging work. Teachers make good provision for pupils to practise and improve their numeracy skills, particularly mental arithmetic. Teachers provide many opportunities in other curriculum areas to develop pupils' knowledge and understanding of numeracy. For example, pupils draw graphs of increasing complexity, record and handle numerical data in scientific experiments and use odd and even numbers and shapes in physical education.
29. Science teaching is good throughout the school, with especially secure teaching of scientific knowledge. Teachers are very precise about what pupils will learn in lessons and place high demands on their learning. They use probing questions with good use of scientific language to develop pupils' thinking and understanding. In some lessons, however, teachers expect pupils to sit still for too long and this reduces their

concentration. Tasks generally build very effectively on earlier learning but sometimes weaknesses in the recorded assessments lead to duplication of work.

30. The quality of teaching and learning in art is good. Teachers show confidence in their own skills and give good explanations of techniques. They plan a good range of activities for pupils that effectively build upon earlier skills. Much work is linked well to pupils' work in other parts of the curriculum and this further enhances pupils' learning. Good use is made of a number of visiting artists to widen pupils' experiences and further raise standards.
31. The quality of teaching of design and technology is satisfactory. It is restricted by many teachers' limited knowledge and understanding of the subject. Despite some high quality teaching, most teachers do not ensure that pupils' skills are systematically developed. Classrooms are managed effectively and pupils are encouraged to have positive attitudes to the subject. There is too little emphasis on pupils developing their own designs.
32. The teaching of geography is satisfactory, displaying many of the effective features outlined above. However, skills to be developed are less securely outlined in planning and some lessons therefore suffer from a lack of geographical focus. As a result, pupils' learning is not always consistently good. In history, however, teachers have clear intentions and use their good subject knowledge to ensure clear instructions, explanations and tasks. Lessons proceed at good pace and effective use is made of visits and visitors.
33. In physical education, teaching is good overall and teachers generally have high expectations of all pupils. Some teaching, particularly in Key Stage 1, is limited by teachers' occasional lack of challenge to pupils. In these lessons, teachers do not ensure that pupils undertake systematically more challenging and imaginative activities. Sometimes the pace of lessons is reduced by over-long explanations and this also reduces pupils' learning.
34. Teaching of religious education is sound in Key Stage 1 and effective teaching in Key Stage 2 encourages pupils' learning well. Teachers make effective use of their good relationships to encourage pupils to be involved in class discussions. They encourage and develop very good attitudes in pupils who show respect and tolerance for the wide range of faiths present in the school. However, teachers do not give pupils sufficient opportunities to respond in writing to their discussions. This restricts pupils' thinking and expression of their opinions.
35. The teaching of the children under five is good. Effective planning and well-organised activities develop all areas of learning and enable the children to make good progress. Good teamwork and clear focus for all adults working with children under five, ensure children persevere with tasks. Staff interact well with all children to develop speaking skills and use challenging questions to extend and reinforce learning. Teachers develop social skills through adults' good role models, high expectations and the very effective use of praise. Good support for children with special educational needs and those for whom English is an additional language, enables them to have full access to the curriculum. A range of assessments is used effectively to record children's achievements in the nursery. Assessments of children in the reception classes are not always as rigorous and lead to some mismatch of activities, particularly in mathematics lessons.
36. Teaching is organised effectively to meet the needs of all pupils. Those pupils with special educational needs or for whom English is a second language take a full part in the lessons arranged for the whole class. On occasions, some receive additional or specialist help individually or in small groups outside the classroom. For example, some pupils are assisted through the school's 'Reading Recovery' programme in which they make rapid gains in their literary skills. Pupils new to the school have their

progress closely monitored so that difficulties are identified early and appropriate arrangements made. All teachers and special needs assistants are familiar with pupils' individual education plans and their targets. This enables them to plan lessons and provide work suitably adapted to the appropriate levels of understanding. Special needs assistants provide very good support and closely check on the progress pupils are making.

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

37. The school very effectively provides a broad range of valuable opportunities that meet the interests, aptitudes and particular needs of all pupils. It fully meets statutory curricular requirements, including the provision of religious education. Good provision is made for pupils with special educational needs and those for whom English is an additional language. The curriculum provides effective education for citizenship, for example through the School Council that enables pupils to become closely involved in the life of the school as a community. The provision for pupils' spiritual, moral, social and cultural education is excellent and makes an extremely beneficial contribution to all pupils' personal development.
38. Good provision is made for children under five. The well-planned curriculum covers all the areas of learning and leads smoothly into the National Curriculum when appropriate. There is a strong emphasis on the development of personal, social and emotional skills, language and literacy and mathematics. The curriculum includes a wide range of stimulating learning activities. An example was the "bus" set up outside, where children make tickets and act as the driver and passengers. Teachers and nursery nurses plan and develop the curriculum and have clear roles and responsibilities for activities. Staff work successfully with children with particular needs. For example, an adult talks and plays with one child to help build his confidence and ability to form relationships. Teachers emphasise the development of children's spoken language and this contributes to the standards they achieve.
39. There are very effective strategies for teaching the basic skills of literacy. Well-considered use is made of elements of the National Literacy Strategy to support and enhance the school's approach to the subject. The curriculum provision is well supported by a system of Reading Recovery that targets individual pupils with an intensive focus on reading skills. Additional teaching and classroom support for pupils with English as an additional language supports the curriculum of these pupils very well. Written guidelines for teachers help to ensure that these pupils play a full role in the life of the school and learn at a good rate. The school makes good use of current national guidelines for teaching numeracy and there are many opportunities for pupils to use their developing numeracy skills across the curriculum. While making good use of new initiatives in these core subjects, the school has succeeded in building on its good curriculum and in maintaining its strong focus on the arts. For example, pupils regularly compose and perform music and they achieve high standards in music, drama and art. Since the last inspection, the school has developed a new scheme of work for information technology, and this has led to pupils improving their levels of attainment in this subject. Good improvements since the last inspection in the curriculum planning for pupils in the reception classes and nursery are contributing well to the trend in rising standards, which are demonstrated in the statutory test results. Curriculum provision for design and technology has not improved sufficiently since the last inspection. In particular, pupils have too few planned opportunities to design what they will make. As a result, standards of achievement are not high enough in this subject.
40. Pupils with special educational needs and those for whom English is a second

language are encouraged to play a full part in the life of the school. They are able to make very positive contributions, especially through the performing arts. They play a meaningful part in the review of their own individual education plans and each pupil discusses his or her progress with the special needs co-ordinator before fresh plans are drawn.

41. Some parents are unhappy about the extent of extra-curricular provision. However, the inspection found a rich and diverse range of activities outside the school day that makes a significant contribution to pupils' learning and personal development. The provision includes French, music and various sports. Social development is enhanced very effectively through the lunchtime friends scheme and Year 6 pupils benefit from an annual residential visit that also supports their learning. Pupils act and perform music in venues including the Globe Theatre and the Festival Hall. Teachers make good use of homework to motivate pupils and to extend their learning in subjects across the curriculum.
42. The overall provision for pupils' spiritual development is very good. Key stage and whole school assemblies provide very valuable opportunities for pupils to learn and understand about religious belief. There are good moments for pupils to reflect on what they have heard and the multicultural range of quiet music, good choice of stories and appropriate prayers, provide very good opportunities for pupils to reflect on their own experiences. In religious education lessons, there are very good opportunities for pupils to discuss and consider the millennium as a time for spiritual renewal. In Year 6, pupils discuss extremely sensitively and maturely the components of a millennium pledge as their hopes for the future. In dance lessons in Key Stage 2, there are some precious moments where older pupils respond extremely sensitively. The rich tapestry of religious displays around the school celebrates cultural diversity and helps heighten spiritual awareness. The teaching and learning about world faiths in religious education make a very significant contribution to pupils' spiritual development. The daily collective acts of worship fully meet statutory requirements.
43. The provision for pupils' moral development is excellent and adults are very good role models who clearly help pupils to distinguish right from wrong. There are very good discussions in English, religious education and personal and social education lessons where pupils are encouraged to consider others and reflect on their actions. In Key Stage 2 religious education lessons there are excellent opportunities to reflect and consider moral issues such as the importance of a millennium pledge. Assemblies encourage pupils to think about peace, goodwill and respect for others. There is a very clear ethos and principle established by the headteacher and repeated and agreed by all staff and pupils that "we must treat others as we wish to be treated". Teachers clearly encourage honesty, fairness and respect and this is established in class and around the school.
44. The provision for pupils' social development is excellent. The whole staff helps to develop a strong understanding of living in a multicultural community. Playtimes are good social occasions where co-operation is encouraged and the 'yellow sash' helpers (Year 5 and 6 pupils) help and support younger pupils in the playground. A regular School Council involves representatives from all classes between Years 2 and 6. The council meets to discuss whole school issues and is currently forming playground rules and suggesting themes for a special whole school week. There are very good links with the Globe Theatre and many pupils have performed on stage. The annual school plays such as Scheherazade provide very good opportunities for pupils to develop confidence and self-esteem. There are also annual residential visits where pupils learn to develop their social and problem solving skills.
45. The school teaches pupils to appreciate and value their own cultural traditions as well

as the diversity and richness of other cultures superbly well. All assemblies acknowledge cultural differences and artefacts are used extremely well so that pupils can understand the importance that objects and symbols have. There are very good quality displays throughout the school which celebrate major world religions and labelling and signs are in different languages. Religious education lessons provide very good opportunities for pupils to learn about other faiths and in geography and history, pupils learn about other places and ancient civilisations. There are good opportunities to develop pupils' musical talents including a djembe drum group and steel bands. The two school libraries are very well stocked with books about other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. There is a high standard of care for all pupils in the school. Staff know pupils well and are acutely aware of their different religions, racial and cultural backgrounds. There is a high proportion of pupils for whom English is an additional language. The school has very good procedures to ensure a high level of support for pupils and their families are fully involved. There are good procedures to ensure that pupils with special educational needs are well supported. The school uses its support staff effectively and makes good use of outside specialists. Children under five benefit from a caring environment that effectively supports their personal development.
47. Very good procedures are in place to monitor and promote good behaviour. Teachers are careful to ensure that pupils are made aware of their responsibilities and conform to the school's expectations for behaviour. Incidents are dealt with fairly and properly recorded. Staff use behaviour management strategies skilfully and there is an appropriate balance between sanctions and rewards. Pupils respond well and their very good behaviour ensures that there is an industrious atmosphere in classrooms and an effective learning environment. Tolerance and understanding of others is promoted well and this ensures excellent relationships throughout the school. For example in a Key Stage 2 science lesson, less able pupils were well supported by their classmates who undertook the task readily and displayed maturity and understanding. Pupils are happy and enjoy coming to school. There is no evidence of bullying or racial tension.
48. There are satisfactory procedures for monitoring the personal development of pupils. Teachers in the nursery and reception classes maintain detailed records of children's learning, which is used effectively to plan activities. Throughout the school teachers know their pupils well, however there is no formal procedure for recording their personal development.
49. The school has effective strategies for assessing and monitoring pupils' academic performance. Teachers maintain records of learning in mathematics and English and there are detailed records of progress in reading. They test all pupils in English, mathematics, science and information technology twice each year to compare their learning with National Curriculum requirements. Teachers' knowledge of pupils enables them to make accurate assessments of learning to ensure that they have a clear picture of pupils' strengths and weaknesses. Teachers make good use of information that they gain from marking to help them to plan lessons. For example, pupils in Year 3 were appropriately grouped for a mathematics lesson using information from marking. Teachers effectively scrutinise samples of pupils' work in all classes and agree a National Curriculum level of attainment for each. They thoroughly analyse handwriting and imaginative writing. Teachers do not always make enough clear written records of their informal assessments to inform their medium term planning. Records of attainment are insufficiently detailed to support planning that consistently builds upon pupils' prior learning. Consequently, teachers sometimes

waste time assessing what pupils already know. For example, Year 3 pupils have a good knowledge of the components of food such as carbohydrates and vitamins, but teachers do not take enough account of this when planning later work on diet.

50. Teachers provide pupils with good educational support through detailed helpful comments in marking, particularly in Key Stage 2. For example, teachers in Year 6 write in pupils' books what they need to do next in order to improve their work or to complete it. There are very effective systems for identifying pupils with special educational needs and good arrangements for subsequent support. Good procedures for assessing their learning ensures that their targets for learning are appropriate to their needs. The school's assessment arrangements ensure that pupils with special educational needs are identified early in their school career and the appropriate measures taken to make suitable provision to meet these needs. The school's special needs co-ordinator meets regularly with class teachers and special needs assistants to determine the progress of these pupils. Where necessary, specialist teaching and advice are sought, for example for speech and language difficulties. Appropriate use is made of outside support services such as the local education authority's special needs and educational psychology departments.
51. The school also provides good support for pupils for whom English is an additional language through the work of qualified teachers able to speak a number of languages. The procedures ensure that they are well supported and make swift progress with their learning. Pupils who receive Reading Recovery support are systematically assessed and the information from the assessments is used very effectively in planning future work. Pupils with speech and language difficulties receive teaching from a specialist teacher provided by the school.
52. Detailed assessments of pupils who are under five are systematically recorded and support well the curricular improvements that have been made since the last inspection. The school carefully analyses the results of statutory tests and takes appropriate action. For example, the mathematics assessments at the end of Key Stage 2 in 1998 were evaluated and teachers identified the need to improve pupils' mental skills. The school therefore took part in the local education authority's numeracy project and standards of achievement rose in 1999.
53. Procedures to promote good attendance are effective. Teachers are responsible for monitoring the attendance of pupils in their class. The clerical assistant supports the headteacher and maintains a daily record of pupils who arrive late and keeps a weekly account of the attendance of each class. In this way, the headteacher is able to identify any problems and take appropriate action. There are clear systems to inform and communicate with parents of pupils whose attendance or punctuality causes concern. The importance of good attendance is consistently stressed in the school prospectus and in newsletters.
54. Day-to-day working practices ensure that pupils and staff work in a safe environment. The governing body discharges its responsibilities wisely and regularly monitors health and safety. The headteacher and the staff representative regularly inspect the school and safe working practices are included in curriculum policies. There is good supervision of pupils during playtime and there are suitable arrangements for the safety of young children arriving and leaving school. There are appropriate accident and emergency procedures and there is sufficient staff qualified in first aid. The school ensures the safety of pupils taking part in off-site activities. Fire evacuation drills and fire alarm tests are carried out regularly. All statutory checks of equipment are carried out as required.

55. There are effective procedures for child protection and promoting pupils' well being, health and safety. There is a designated person for child protection purposes and the school has adopted the local education authority's procedures. All staff are aware of their responsibilities and understand the policy. New staff are informed about the child protection policy as part of the induction process. There are appropriate arrangements to ensure that staff are kept up to date with child protection issues.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The strength of the school's partnership with parents and carers enables them to be fully involved in their children's learning and makes a valuable contribution to the life of the school. Parents benefit from excellent annual progress reports, which give a detailed account of a pupil's work over the year and make clear what needs to be done to improve. The reports are written in plain language and fully meet statutory requirements. There are two formal consultation sessions each year and teachers are available at other times to discuss any issues. Each year there is a curriculum week, which focuses on a particular aspect to enable parents and carers to see and be involved in their children's work. Weekly newsletters keep parents informed about curriculum developments and school events.
57. Parents of pupils with special educational needs are encouraged to play a full part in the arrangements the school makes to deal with these needs. The headteacher spends time with each parent in order to give reassurance and explain in detail what the school and the home will do to help. Parents are given copies of individual education plans and are fully involved in the regular reviews of the targets. The school has plans to give parents draft individual education plans so they can contribute more to the drawing up of targets and activities.
58. There was a significant degree of dissatisfaction amongst parents who responded to the questionnaire about the provision of extra curricular activities. Inspectors are unable to support these views. The school provides a variety of opportunities for pupils to improve their skills and understanding, for example, through the French club, music lessons and sporting activities. Many activities are well supported by pupils and some extra curricular activities are organised by parents or volunteers. In contrast, however, all the parents seen in and around the school during the inspection were effusive in their praise for the school and its staff and they made a particular point of praising the headteacher's vision and leadership of the school.
59. Parents and volunteers provide high quality support for learning in many areas of school life. The promotion of the arts is very good and visiting musicians, artists and sports teachers enhance pupils' learning well. Parents and others help in classrooms by listening to pupils read. There is very good support for information technology and mathematics from volunteers. The parents and friends association is actively involved in the work of the school. They raise substantial amounts of money to support activities and buy resources. Staff are able to bid for resources or funds for activities from the association. Members of the nature trail working party have improved the environment by installing benches and trelliswork. They have built and maintain a nature trail and pond in the school grounds, which pupils use to study plant and animal life. Most parents and carers are keen to support homework and want to help their children improve. There is a well-established home reading scheme, which is well supported by parents. Procedures to ensure the involvement of parents of pupils for whom English is a second language are well established and effective.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. There is strong and purposeful leadership of the school. This is having a very positive

effect in raising and maintaining standards. The overall values and aims of the school are apparent and permeate all the work of the school. Aims are clear and are incorporated in all policies, which steer the work of the school effectively. Excellent relationships form the foundation of all interactions within the school and underpin all its work. All staff work very effectively together and share their skills willingly. These factors have maintained the quality of leadership and management seen in the last inspection. The school is in a strong position to continue to make gains and improve further.

61. The headteachers' management is excellent. She has a clear and accurate view of the strengths of the school and provides strong and positive leadership. She demonstrates a commitment to good relationships, building and maintaining effective teamwork through the school. Her systems of monitoring teaching and pupils' work give good information and she shares her assessments thoroughly. She is able to build a very secure picture of all the work of the school and use this in considering priorities for development and improvement. She is well supported by senior staff and subject co-ordinators with generally clear and appropriate ranges of responsibilities. Subject co-ordinators play an important and developing role in the school's quest for further improvement. They monitor planning effectively and many are involved in the planning undertaken by year groups. Most have established secure systems for considering and evaluating pupils' work. They make regular reports and evaluations of their subjects for the governing body. Informal arrangements allow co-ordinators to share strengths and weaknesses of teachers' work and the headteacher's own monitoring is very strong. Few co-ordinators, however, monitor the quality of teaching in order to share the good practice present in many parts of the school. This restricts their view of the strengths of the school in order to move on further.
62. The governing body is enthusiastic and knowledgeable. It meets regularly and makes very effective use of its system of committees. Many governors show great commitment to the school and give much time in considering its needs and ensuring that it develops well. It has high aspirations and effectively provides support and opportunities for the staff. Through the monitoring undertaken by its members and good information from the headteacher and subject co-ordinators, the governing body develops a clear idea of the strengths and needs of the school. It meets all statutory requirements and has good systems to ensure that they remain aware of changing demands.
63. There are very effective methods to involve staff, governors, parents and pupils in the planning system. As a result, the school development plan includes appropriate priorities with effective systems to ensure the success of developments. The primary focus of the plan is to raise standards. Good links are established with outcomes, funding, responsibilities and timescales. Very good use is made of working parties, for example, that include governors, parents and staff. These groups undertake to research developments and produce appropriate plans for development. The governing body can then consider these for inclusion in the school development plan. At a later stage, working parties monitor the implementation of developments, reporting to the governing body on the quality of the work.
64. The school's financial planning is very good and clearly supports the priorities identified in the school development plan. The school budgets systematically for new and well-focused expenditure linked with the identified priorities. Careful monitoring of expenditure during the year ensures that funds are used appropriately. The governing body has an appropriately long-term view of the expenditure of the school and this is related realistically to the school's financial circumstances. Financial control and administration are very good. The school has effective systems to ensure that value for money is obtained from all purchases. The governing body makes good efforts to apply the principles of best value to the use of resources. The school's office is well

organised and office staff are welcoming and show initiative. They are efficient and have clear duties that ensure that the school is able to run smoothly, reducing the tasks of teaching staff.

65. The school sets a high priority on the active promotion of equal opportunities. There is a detailed policy on equal opportunities that covers all employees, governors as well as pupils and school procedures. The school rejoices in the rich cultural diversity of its pupils and takes pains to ensure these different cultures are celebrated and promoted. Throughout the school there are displays to this end, focusing, for example on the Chinese New Year, Ramadan, the birth of Christ and everyday life in Kenya. The art of Europe, America, the Far East and Africa are equally represented in displays and books available for pupils. All pupils have access to a large and wide-ranging stock of musical instruments from many different parts of the world. Books and curriculum material are carefully chosen to ensure a full representation of different creeds and cultures. Signs in the school are printed in different languages and important school communications to parents are available in different languages if required.
66. The school fulfils all the recommendations of the Code of Practice² for pupils with special educational needs. An appropriate register is kept which identifies pupils' levels of need, individual education plans are made for pupils on this register and appropriate arrangements are in place to review progress. The school ensures that teachers and support staff receive training in dealing with the wide variety of special need they encounter. Specific resources for pupils with special educational needs are good. The school's stated aims are to ensure that all pupils of all abilities play a full part in the school and feel valued for the contributions they can make. The organisation of the curriculum, of the teaching provision and of the pastoral arrangements, ensures that these aims are met. The governing body plays a very supportive role in the provision the school makes and the governor with responsibility for special needs offers much valuable assistance.
67. The number, qualifications and experience of teachers and support staff match the demands of the curriculum. There are sufficient teachers to teach the number of pupils on the school roll. All teachers are suitably qualified to teach the National Curriculum and religious education. There are sufficient, appropriately qualified staff to teach children under five in the nursery and reception classes. Throughout the school there is a good balance of younger and more experienced staff, however there is little staff turnover and a high degree of loyalty to the school. Most teachers have curriculum responsibilities and there are co-ordinators for all aspects of the curriculum, including special educational needs and English as a second language. The school benefits from a high proportion of support staff who are well trained and whose skills are appropriately matched to the demands of the curriculum and the needs of pupils. They are used well to support pupils with special educational needs and those for whom English is a second language. There is good teamwork between teaching and non-teaching staff and mutual support in year groups, which enables teachers to plan the curriculum effectively and to know their pupils well. The school's clerical staff are efficient and helpful. Other staff, such as midday supervisors and primary helpers, are very much part of the team and so add positively to the ethos of the school.
68. There are suitable arrangements for the professional development of staff. There is a good induction policy that effectively supports newly appointed staff. There has been

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

appropriate training for the implementation of the school's numeracy and literacy strategies. This has proved to be beneficial and has resulted in an improvement in the quality of teaching in these subjects. Teachers are able to select courses to meet their needs or those identified in the school development plan. There is an appropriate staff appraisal scheme that meets the needs of teachers.

69. The accommodation is very good and allows the curriculum to be taught effectively. The nursery is purpose built with ample space for activities such as sand, water, art and craft. The self-contained site is secure and has suitable outdoor facilities to enable children to take part in activities that develop their physical skills. Two reception classrooms close to the nursery enable staff to liaise closely and make provision to introduce children to the reception class environment before they transfer. However, these reception classrooms are temporary buildings and are only adequate. Classrooms on both floors of the main building are sufficiently large enough for the numbers of pupils. There are excellent displays and pupil's work enhances the environment all around the building and in classrooms. Excellent specialist facilities, such as the computer suite and music room, are used well to enhance pupils' learning. The grounds are large and good efforts have been made by teachers and parents to make them attractive. A nature trail, for example, is used to support pupils' learning in science. Pupils with physical disabilities are unable to access many parts of the school, for example the detached classroom and the upper floors of the main building. The school is free from graffiti and vandalism and the caretaker and cleaning staff maintain the school to a high standard.
70. Learning resources are very good. There are many very good quality resources to contribute effectively to the delivery of the National Curriculum and religious education. There are ample books to support the development of pupils' reading skills and pupils benefit from a range of fiction and non-fiction books in their classrooms and the well stocked libraries. The current stock of books presents appropriate images relating to gender, race and society. The information technology suite has high quality resources and there are computers in every classroom. There is a very good range of musical instruments that present pupils with opportunities to enjoy a wide variety of musical experiences. The school makes good use of the locality and the wide range of sporting and cultural activities on offer in London. Pupils visit museums and theatres and many visitors to the school further enhance their learning. These come from a variety of backgrounds and effectively teach the art, culture and traditions of the local and wider community.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has maintained its strengths and continued to raise the standards of pupils. In order to continue this process further, the governors, headteacher and staff should now:

- (1) Raise pupils' standards in design and technology through:
 - improving teachers' knowledge and understanding of the subject
 - ensuring that pupils are given sufficient opportunities to systematically develop their skills through the school, particularly in design. (paragraphs 10, 31, 39, 94-98)
- (2) Improve pupils' progress further by building upon the good informal assessment currently taking place to keep sufficient records to enable teachers to plan activities that build effectively on pupils' prior learning. (paragraph 29, 35, 49, 120)

In addition, the following less important weaknesses should be considered for inclusion in the action plan. They relate to:

- increasing the role of subject co-ordinators in monitoring the work of teachers (paragraph 61),
- giving pupils greater opportunities to reflect their thoughts in writing in religious education (paragraphs 9, 34, 117-120),
- giving pupils more opportunities to use information technology in classrooms (paragraphs 25, 107),
- improving the punctuality of pupils (paragraph 21).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	110
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
1	17	40	39	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	49	388
Number of full-time pupils eligible for free school meals	9	176

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	9	143

English as an additional language	No of pupils
Number of pupils with English as an additional language	175

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.4

Unauthorised absence	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	32	24	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	30	30
	Girls	22	23	24
	Total	48	53	54
Percentage of pupils at NC level 2 or above	School	86 (75)	95 (66)	96 (73)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	31	31
	Girls	23	24	24
	Total	50	55	55
Percentage of pupils at NC level 2 or above	School	89 (71)	98 (68)	98 (83)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	32	25	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	26
	Girls	14	15	17
	Total	33	35	43
Percentage of pupils at NC level 4 or above	School	58 (62)	61 (44)	75 (76)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	23
	Girls	12	15	19
	Total	28	35	42
Percentage of pupils at NC level 4 or above	School	49 (56)	61 (52)	74 (60)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	55
Black – African heritage	79
Black – other	8
Indian	5
Pakistani	3
Bangladeshi	3
Chinese	7
White	155
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)	16.7
Number of pupils per qualified teacher	23.2
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	281

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25

Total number of education support staff	4
Total aggregate hours worked per week	118

Number of pupils per FTE adult	8.2
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other	4	
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Financial information

Financial year	1998/99
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	£
Total income	1018808
Total expenditure	1023227
Expenditure per pupil	2063
Balance brought forward from previous year	17054
Balance carried forward to next year	12635

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	455
Number of questionnaires returned	133

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22		2	1
My child is making good progress in school.	74	23	2	1	1
Behaviour in the school is good.	68	29	2		2
My child gets the right amount of work to do at home.	56	28	11	5	
The teaching is good.	71	26	2		1
I am kept well informed about how my child is getting on.	57	32	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	76	23	1	1	
The school expects my child to work hard and achieve his or her best.	80	18	2		
The school works closely with parents.	72	22	5	1	1
The school is well led and managed.	88	9	1		2
The school is helping my child become mature and responsible.	81	17	2		1
The school provides an interesting range of activities outside lessons.	37	32	23	2	5

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. Since the last inspection there have been staffing changes in the nursery. This has resulted in a reorganisation of the planning and the environment, improved storage and management of resources and a more coherent policy for learning in the early years. The teaching and learning is now good and children make good progress. The school has addressed the key issue relating to the nursery and improvements are good. Children enter the nursery at the age of three with a broad range of abilities but with a significant number of children having attainment below that expected nationally. Children who are five from September to February enter the reception class in September. Those with birthdays from March to August begin in January. By the time children begin statutory education, their attainment is in line with national expectations with an average number of children attaining the Desirable Learning Outcomes in language and literacy; mathematics; and knowledge and understanding of the world. Higher standards are achieved by the children in their personal and social development, creative and physical development.

72. The quality of teaching of children's personal and social development is good. By the time they are five, all children have made very good gains in their personal and social skills and attain levels above the Desirable Learning Outcomes. All the children are eager to come to school and even the very youngest children enter the nursery confidently. The evident teamwork and good relationships between staff form the basis for a very secure and happy environment. All staff are involved in planning activities for the children and are clear about their roles in the nursery and classrooms. Very effective organisation and management of activities and resources, both in the nursery and reception classes, ensure that children learn to persevere in their play and learning. They concentrate well and complete activities with enthusiasm. Good relationships and very effective role models provided by all adults help children learn to share and support each other. For example, one child explains a mathematics activity in the nursery and praises another child's success. All adults give good support to children for whom English is an additional language and those with special educational needs. They ensure they are involved in all the activities and understand what to do. Adults have high expectations of children's behaviour and achievements and reinforce them through praise and encouragement. Children respond appropriately. They show remorse if they displease their teachers and gain confidence in their abilities. Adults encourage independence, such as dressing after a physical education lesson in reception or getting ready to play outside in the nursery. Children choose a range of activities sensibly and tidy up responsibly. By the time they are five, children show high levels of independence in their work and play. They are very confident and behave well. They enjoy good relationships with adults in their classes and each other and show enthusiasm for learning.

73. Children make good progress in their language and literacy development. Many children enter the nursery with below average language and literacy skills. The quality of teaching and learning is good and language and literacy skills develop well. Children have many opportunities to read, write and talk to others. Teachers and nursery nurses provide good role models for speech. They engage children in conversations and use a range of probing questions to develop children's answers and extend their vocabulary. As a result, children speak clearly and confidently to adults and each other. Adults use a good range of strategies to develop listening skills. Children show they have listened carefully by responding to questions, about the story for example, and following instructions. Teachers in the nursery plan good

activities to develop the children's reading and writing skills. For example, an imaginary bus set up in the outdoor play area provides opportunities for children to make tickets with their names on and place them in the correct letter pocket, suggest a destination for the teacher to write and play imaginatively as the driver and passengers. Teachers and nursery nurses use effective assessments to record children's achievements. Literacy lessons in the reception classes extend children's learning well through writing labels and signs for the 'café' in the role-play area. Shared reading sessions in the nursery and reception encourage children to talk about stories and develop a love of books. They choose to read books in the reading areas and handle books carefully. Children increasingly join in with repetitive texts and recognise letters and words. Most children name letters and know their associated sounds. They practise letter formation and copy new words. By the time they are five, children use letters and words to convey meaning. Higher attaining children sound out letters to form words, such as 'fish and chips'. They use letter friezes to find and copy letters. Children in one reception class find it more difficult to copy letters from the wall, the use of an inappropriate resource. Lower attaining children in reception classes experience the same work as the other children. This is sometimes unrealistic, as they need greater letter knowledge and more practice with pencil control.

74. Overall, children develop mathematical skills well and the quality of teaching and learning is good. Teachers reinforce understanding of size and shape through stories, such as Goldilocks in the nursery, and games, such as hiding and describing shapes in reception. Children in the nursery sing and act out number songs and rhymes, such as 'Thirteen currant buns in a baker's shop', when giving out the baking. Consequently, children begin to count objects correctly. Teachers in reception classes develop children's understanding of number further, so that children understand 'one more' working with numbers up to ten. However, number work for some higher attaining children lacks challenge and consequently, they do not reach the levels they are able to achieve. Good support for lower attaining children enables them to experience the same activities as all the other children. However, these activities are sometimes too challenging for them to complete independently and require further reinforcement. All children make good progress when planned activities match their abilities and teachers question them at appropriate levels, such as when they make food patterns on their menus. Teachers praise and encourage children well. They gain confidence and enjoy their mathematics lessons. By the time they are five, many children work confidently with numbers up to ten. They make repeating patterns of two or three foods and recognise simple shapes by the number of sides and corners.
75. Children have a secure knowledge and understanding of the world. Overall, the quality of teaching and learning is good and children make good progress. A range of baking activities in the nursery and reception classes enables children to investigate what happens when ingredients are mixed and heated. Teachers ask probing questions and children in the reception class recognise that chocolate melts over hot water and make good gains in learning through watching what happens as it cools. Teachers develop children's scientific vocabulary well throughout lessons. The children begin to understand and to use words such as 'solid' and 'liquid'. The animals from Noah's Ark develop children's interest in wild animals and several name them. Well-planned technical activities encourage children to explore through building models, such as the space ship in the nursery, playing with wet and dry sand and in the water tray. Children in the reception classes plan and make sandwiches for their café. Children work confidently on the computers. In the nursery, they control the cursor to drag clothes onto a teddy. The quality of teaching computer skills to reception children is very good. High expectations and clear instructions enable children to change the colour on the paint palette, clear the picture and gain increasing control of the mouse.
76. Children's physical and creative skills develop well and by the time they are five, most

children attain the Desirable Learning Outcomes. The quality of teaching and learning is good. There are many opportunities for children to develop control and co-ordination by using the wheeled toys and the outdoor climbing and balancing equipment. The reception children have physical education lessons when they continue to make good progress. Teachers encourage children's success through praising their achievements and use children's demonstrations effectively to help others improve. Teachers emphasise safety and keep good control. Teachers plan a wide range of opportunities for children to be creative. They experiment with percussion instruments when telling the story of 'Peace at last', in the nursery and learn to control sounds on a tambourine in the reception. High expectations of behaviour and attitudes to music, encourage total concentration by all the children. Very good questioning elicits what the children know about music and the instruments, and develops musical vocabulary well. Children experience painting, drawing, modelling and collage activities. By the time they are five, children use space well and balance on different parts of their body, such as two hands and one foot. They sing clearly and play percussion instruments to produce a range of sounds. They observe and draw vegetables adding pattern and detail. Most children handle equipment safely and show increasing pencil control.

77. The enthusiasm and clear vision for the developments for the nursery by the nursery leader contribute to the high standards achieved in the nursery. Standards of learning are good and children are happy and secure and parents agree with this view. Very good teamwork by teachers, nursery nurses, students and other helpers ensures everyone is clear about their roles and responsibilities with the under fives. All adults provide good role models for building effective relationships and valuing one another. Good liaison between the nursery and reception class ensures children have a smooth transition into the main school and continue to make good progress.

ENGLISH

78. The overall standards of English are well above the national average at the end of Key Stage 1 and above the national average at the end of Key Stage 2. Pupils' results in comparison with similar schools at the end of Key Stage 1 are very high and are above average in Key Stage 2. Standards have risen over time and are now higher than those indicated by the last National Curriculum assessments at the end of Key Stage 2. The dip in results last year reflected the cohort of pupils with particular numbers of pupils with special educational needs. The attainment of boys and girls and between pupils of different ethnic groups is broadly similar. Targets for individual pupils are challenging and overall targets for the next two years at the end of both Key Stages are realistic. Pupils of all abilities produce high quality of work. This is aided by effective co-operation between co-ordinators of literacy, Reading Recovery, English as an additional language and special educational needs with the teaching and support staff. The school's provision for pupils with special educational needs identifies pupils' difficulties at an early stage and effectively supports them in their learning. Pupils for whom English is an additional language are particularly well supported in Key Stage 1. The co-ordinator produces clear guidelines for teaching and classroom assistants are given good training and guidance. Pupils have full access to the whole curriculum and quickly gain appropriate language skills for them to learn in line with their abilities. By the latter years of Key Stage 2, these pupils are confident and independent users of English.
79. Standards of speaking and listening are very good in both Key Stages. From their entry into school, pupils of all abilities and ethnic backgrounds are encouraged to communicate. They participate enthusiastically in lessons, offering ideas and developing vocabulary, for example when thinking of opposites or suggesting adjectives to imply danger. Pupils participate confidently in public performances such

as the Globe Theatre production of "The Merchant of Venice", and in class or whole school assemblies. Pupils from Year 2 to Year 6 discuss pertinent school issues during the School Council meetings, making whole school decisions. Year 6 pupils exchange views about their experiences of school during interviews with Governors before leaving the school. Pupils enjoy talking to each other and to the many adults who work in or visit the school. Pupils listen carefully and attentively to instructions and to each other. They respect the skills of their peers applauding the explanation of odd and even numbers in a number pattern given by one Year 1 pupil. They express their thoughts confidently and imaginatively when building up a word portrait of a fictitious character as in Year 5 or offering ideas generated when reading the book 'Tiger at the Door' in a Year 1 literacy lesson. Pupils for whom English is an additional language learn to listen to and identify initial letter sounds and they speak with increasing confidence in class.

80. Standards in reading at the end of Key Stage 1 are very good and they are good at the end of Key Stage 2. The improving quality of the work done for children under five is having an impact upon raising standards in Key Stage 1. The Reading Recovery programme is successfully raising the attainment of a small group of Year 2 readers some of whom are reading at or above the national average level. Phonic skills are effectively taught throughout Key Stage 1. Pupils use their voices expressively and use a number of clues when reading big books together. Pupils in Key Stage 2 read accurately silently or aloud, fluently recounting the story and predicting the next events. The daily reading half-hour in Key Stage 2 allows pupils to read at their own pace, select their own choice of material and read for pleasure. Classrooms contain a good range of books to meet the needs of pupils of different levels of attainment. Teachers use these well to promote reading. The two well-organised libraries provide more varied reading material. Dual language books are being constantly added to the library resources. Pupils learn to independently select a variety of fiction and non-fiction books for enjoyment and knowledge. Pupils in both key stages learn to appreciate the range of authors and write book reviews. The effective and stimulating displays of work across the curriculum and cultures provide reading and writing opportunities for pupils of all ages and abilities.
81. Standards of writing are good by the end of both key stages. Pupils write with enjoyment on a range of subjects and topics. Year 1 pupils learn to use capital letters for names as in the story of Martha's birthday. Although pupils are able to use wordbooks and dictionaries well, teachers do not consistently use them to encourage independent writing. In Year 2, pupils identify syllables and observe spelling rules. Many pupils, by the end of the key stage, begin to join letters and write in a cursive handwriting style. In Key Stage 2, pupils use techniques of planning and redrafting their writing, setting themselves targets from Year 3 to improve their skills of punctuation, grammar and style. Pupils write creatively and factually using an ever-increasing range of vocabulary with an awareness of sentence construction, punctuation and grammar. They write in a range of genres such as the formal reporting of visitors to the school, poems, mathematics problems and descriptions of the Year 6 trip to Kent. Pupils pay increasing attention to presenting their work well and, by the end of the key stage, they write consistently in a fluent cursive script with pens. Teachers encourage pupils to illustrate their poems or extended pieces of writing producing artistic displays around the school. Some effective use is made of libraries, particularly in Key Stage 2, to find information. Year 6 pupils, for example, follow independent research lines to find out about Mali. Limited use, however, is made of the computers in classrooms to develop skills of drafting and reorganising writing.
82. The quality of teaching is good in both Key Stages. Teachers plan their work together

and provide appropriate tasks to meet the needs of pupils of different levels of attainment. They question pupils effectively and have high expectations of work and behaviour. There is particularly effective teaching of literacy making good use of aspects of the National Literacy Strategy within the context of the school's well-organised approach. Teachers plan and discuss together well and make good use of the agreed document on reading 'Profile of a reader' which tracks the progress of each pupil from Reception to Year 6. The consistent and effective marking strategy in place in Key Stage 2 has a positive impact upon learning. Standards are further raised by the samples of work from Nursery to Year 6 monitored and evaluated on a regular basis by the headteacher who feeds back constructive advice.

MATHEMATICS

83. Results of the national tests in 1999 at Key Stage 1 show attainment to be well above the national average for all schools. It is very high when compared to similar schools with a significant proportion of pupils achieving higher levels. Trends over the previous four years have indicated a gradual decline in performance to 1998 when results were close to the national average. However, these falls were primarily related to the attainments of the cohorts involved and the 1999 results show a substantial improvement. At the end of Key Stage 2, the results of national tests in 1999 show attainment close to the national average for all schools and well above that of similar schools. Over the past four years the performance of pupils at the end of Key Stage 2 shows considerable fluctuations reflecting the differing abilities of the cohorts concerned. Standards are rising through the school.
84. Pupils' attainment by the end of Key Stage 1 is above the national average with higher attaining pupils achieving well above this. Pupils have good knowledge of number bonds, are accurate in their computations and use a variety of mental strategies to make calculations. They identify the correct operations required to solve problems, have good knowledge of mathematical terms and are familiar with the measurement of time and length. They know the properties of two- and some three-dimensional shapes and display data in a variety of ways including block and line graphs and pie charts.
85. By the end of Key Stage 2, pupils' attainment is also above the national average with higher attaining pupils achieving standards in excess of this. These findings for both key stages show an improvement on those found in the previous inspection when standards were judged to be around the national average. By the end of Key Stage 2, pupils have well-developed understanding of number operations and different strategies for calculating. They use these with confidence to solve a variety of problems. Pupils successfully use fractions and percentages and become increasingly confident with larger numbers. Pupils make scale drawings, understand area and perimeter and read graphs in order to make predictions and draw conclusions. Pupils with special educational needs reach levels of attainment appropriate to their levels of ability.
86. The quality of teaching in both key stages is good with some examples of very good teaching observed during the inspection. Pupils learn well in both key stages, brought about by the good quality planning that teachers make. Schemes of work are detailed and give teachers clear guidance upon which to base their plans. Activities take good account of the different abilities within classes. This enables pupils to engage in appropriate but challenging work. Teachers consistently provide work that extends the understanding and experience of their pupils. No time is wasted, for example, in the over-practising of known number operations. Pupils make good progress in their ability to make mental calculations as teachers provide them with the skills and opportunities to practise them. In one class of Year 2 pupils, they were able to double

and halve numbers, combine digits to make tens and use their knowledge of different multiplication tables to solve mental problems. Pupils' learning is considerably enhanced by the interest generated by their teachers through the work provided and the infectious enthusiasm they impart. Pupils in one Year 6 class made good progress in their ability to predict an outcome through the identification of a pattern in numbers. This was brought about by the provision of a challenging problem of swapping 'frogs for toads' on a pond with a given number of lily pads. Pupils became thoroughly engrossed and stimulated by their teacher's carefully considered responses to their questions and suggestions and were pleased to arrive at correct solutions.

87. Teachers build good relationships with their pupils and maintain good discipline and levels of behaviour. They handle oral sessions skilfully, valuing the contributions pupils make and making good use of challenging but well-focused questions in order to help pupils come to understand the points being made. Pupils with special educational needs receive sensitive support to allow them to make good progress. Special needs assistants give support to individuals or small groups of pupils engaging in the same work as the rest of the class but adapted to an appropriate level of understanding. Although the development of numeracy skills is given predominance in teachers' planning, other areas of mathematics are adequately covered. Pupils benefit from the provision of opportunities in other curriculum areas in order to develop their knowledge and understanding. For example in a historical topic on 'Tudors', pupils made a pie chart showing the wives of Henry VIII and in a scientific experiment on elastic bands showed their results on line graphs. The teacher in one Year 2 physical education lesson took the opportunity to have pupils physically demonstrate their understanding of odd and even numbers and of different geometric shapes. The standard of teaching shows considerable improvement since the last inspection when instances of low level and unchallenging tasks being set were identified. The use of individual target setting has also improved with teachers following the school's policy on marking enabling them to indicate to pupils what they need to do to improve. Teachers also make good use of assessments made during lessons and from work marked to help them plan future activities. In one Year 3 class, pupils were grouped according to similar misconceptions they had shown in work marked by their teacher. This grouping enabled the teacher to work directly with them and thus help their progress.

SCIENCE

88. Standards of work in science are improving year on year. By the time pupils leave the school their attainments are broadly in line with national averages. Since the last inspection, the school has improved its curriculum for children who are under five. Pupils benefiting from this development are moving through the school and, by the time they reach the end of Key Stage 1, their attainments in science are above national averages. When these pupils reach the end of Key Stage 2 their performance is likely to be above that found nationally. The 1999 statutory assessment results reflect this picture, and they show that standards at the end of both key stages were well above those in similar schools.
89. By the end of Year 2, pupils have good levels of knowledge. They know how electricity can be changed into various forms of energy. Higher attaining pupils give examples of this, such as heat, light and sound, and lower attaining pupils know that batteries store electricity. They use scientific terms well. For example, they use words such as "flexible" and "rigid" to describe the properties of different materials. They correctly use the term "vapour" when describing the changes when a candle burns. Pupils have growing understanding of the process of change. They recognise that some changes can be reversed while others, such as burning paper, can not. By the time pupils leave the school at the end of Year 6, they know about the processes of

filtration, dissolving, evaporation and crystallisation. They have a secure knowledge of the major organs of the human body and of parts of a flower. Higher attaining pupils have good understanding of the range of forces such as gravity, friction and the up-thrust of water. They describe how these forces can change objects' shape, direction and speed. They are less aware, however, of the force of magnetism. Pupils appropriately use investigation skills, for example to gain clear understanding of how the pitch of a sound can be changed.

90. The previous inspection found that teachers too frequently interpreted experimental science as demonstrations by the teacher rather than investigations by the pupils. The school has responded appropriately with training for all teachers that focused their attention on developing pupils' investigative skills such as hypothesising. As a result there have been some improvements in the teaching of these skills but in some classes pupils' investigations are still over-directed by the teacher. One very effective lesson in Year 4 fostered the development of pupils' skills well. The class was effectively organised to enable half of the pupils to use their own original ideas to design an investigation to test the insulating properties of a range of gloves. Teaching sometimes restricts the use of pupils' ideas and initiative. For example one Year 6 pupil writes "Miss intended to put the salt solution onto a better surface but she forgot".
91. Teaching, particularly of scientific knowledge, is good throughout the school and as a result pupils make good progress in acquiring information. Teachers know precisely what they require pupils to learn in each lesson. They place high demands on the pupils in terms of the amount of information that they will acquire. Pupils generally listen carefully and retain knowledge well. Teachers use effective questioning strategies to develop pupils' thinking. The very positive way in which they relate to pupils results in good behaviour. They take care to use correct scientific terms and they use discussions at the end of lessons well to consolidate learning. Sometimes teachers expect pupils to sit still for too long, and some become restless and begin to lose concentration. Teachers effectively recap on previous lessons in order to build on pupils' learning effectively. Sometimes, however, records of what pupils have achieved previously are insufficiently precise and consequently teachers provide work that does not appropriately extend learning. This leads, for example, to some unnecessarily repeated work or tasks that are not sufficiently closely matched to pupils' needs. Teachers use homework well to motivate pupils and extend their learning and understanding.

ART

92. By the end of both key stages, pupils reach levels of attainment above those expected of pupils of a similar age. By the end of Key Stage 1, pupils show good skills in the use of different types of paint, chalk, oil pastels and pencils. They make accurate recordings of what they see, for example on the patterns and grain observed on cross sections of fruit. Pupils mix colours to produce different shades, for example to show skin tints and hair colours on their portraits. Pupils, by the end of Key Stage 2, have good drawing skills and are able to produce drawings and pictures with closely observed details. Pupils in the older classes produced many well-drawn sketches of Victorian artefacts and representations of Tudor life. The displays of this work include some high quality work with pupils showing very good understanding of drawing techniques including the use of shading and perspective.
93. The quality of teaching and learning at both key stages is good. The curriculum and detailed schemes of work provide pupils with opportunities to engage in a wide variety of activities. These include string prints, using paints, pastels and oils, weaving and appliqué. Teachers have improved their knowledge and understanding through

specially arranged training. This has better enabled them to use and demonstrate basic techniques and has improved the quality of learning experiences of the pupils. Good examples of this are in the quality of the observational drawing and collage work produced by pupils in both key stages. Pupils in Key Stage 1 produce collage pictures of jungle scenes using layers of coloured paper. In Key Stage 2, their skills have developed so that pupils use combinations of paper, cotton wool and cardboard to produce accurate and well proportioned scenes of Victorian factories. Teachers ensure that art plays a central part in all pupils' studies. Pupils therefore benefit from the development of their artistic skills to enhance their work in other curriculum areas. Pupils thus construct Roman and Celtic shields, use printing techniques to produce elephant pictures to illustrate the birthday of Guru Gobind Singh and make sculptures to illustrate characters from 'A Midsummer Night's Dream'. Pupils are given good opportunities to learn of the work and lives of famous artists and to try and produce work in their styles. For example, pupils in Key Stage 2 learn of the work of Joan Miro, Van Gogh, J. Rizzi and E. S. Lowry. Teaching is enhanced and developed by the effective involvement of practising artists in the work of pupils.

DESIGN AND TECHNOLOGY

94. Standards in design and technology are below those expected by pupils of a similar age at the end of both key stages. Overall pupils make unsatisfactory progress in their learning and this is a result of insufficient opportunities and some teachers' insecure subject knowledge. There is a lack of clear progression of pupils' skills in designing, making and evaluating. The school has made unsatisfactory progress in addressing the key issue of raising attainment in the subject, which had been highlighted as a weakness in the previous inspection in 1996. There remains very limited evidence of pupils' work and attainment.
95. From scrutiny of work, it is clear that pupils' designing skills are below expectations in both key stages. From observations of lessons, pupils' making skills are under developed, particularly in Key Stage 2, where they have received insufficient opportunities over time to develop their skills. However, from discussions with pupils, some understand the importance of evaluation and modification of their original designs. This was most noticeable in Year 5 where pupils produced paper structures to demonstrate pulleys and lifts. Pupils were aware, for example of the necessity to improve rigidity. However, pupils do not consistently design before making. In Year 1, pupils began to create papier-mâché shakers but were not involved in designing and their making skills in using paper and paste were quite limited. Year 2 pupils have made jointed figures in card but were not involved in designing. In one Year 2 class there is some very good quality learning about designing their own individual Chinese fans.
96. The quality and pace of pupils' learning is unsatisfactory overall. Although some teachers produce clear design sheets, for example to take pupils through the designing of a clock face in Year 3, most have written very little on the teacher generated sheets. The mobiles that pupils have made in Key Stage 2 show only a limited awareness of using resources and improving their initial designs. In Year 6, pupils have made looms as part of their work on the Victorians. These demonstrate an awareness of how to make a rigid frame but the designs are teacher generated and there are insufficient opportunities for pupils to develop their own ideas. The quality of the loom artefacts is satisfactory. In Year 1 pupils have assembled jointed figures but these are only joined templates and do not demonstrate originality of design.
97. The quality of teaching observed during the inspection at both key stages was barely satisfactory. Some teachers have limited knowledge and understanding of how to

develop pupils' skills and their expectations are not sufficiently high. However, pupils are managed well and all have very positive attitudes towards learning. They persevere well although they are sometimes disappointed with their results. Teachers do not give pupils sufficient opportunities in creating their own designs and there is insufficient attention paid to improving the quality of the finished products. However in one Year 2 class, the teacher fully involves pupils in considering the designs and there is very good quality teaching and learning about how to make Chinese fans. This lesson had high teacher expectations and addressed well all aspects of designing and choosing appropriate materials. In Key Stage 1 in Year 1 there is insufficient attention to designing before making. The teacher focuses satisfactorily on improving pupils' making skills in using papier-mâché— to create a shaker for a musical performance.

98. In Year 6, the teacher ensures that pupils pay careful attention to the design of their shuttles for their weaving looms. This is clearly benefiting pupils' learning about design modification. In Year 5, teachers use a variety of artefacts well to draw pupils' attention to specific features. Pupils are very well motivated to learn but are less clear on ways to improve their own designs. Although the teacher is clearly encouraging pupil independence, there is insufficient attention paid to the practicality of some of their intentions. In Year 3, teaching is not sufficiently encouraging for pupils to be clear about the learning objectives of the lesson. This leads to unsatisfactory attainment.

GEOGRAPHY

99. Standards of work in geography broadly reflect those found nationally. By the end of each key stage, pupils have appropriate geographical knowledge, understanding and skills. This reflects the achievements of pupils at the time of the previous inspection. By the end of Key Stage 1, pupils have an awareness of their own locality. They respond to questions by using their own observations of features such as shops, buildings and types of transport. They are less competent at distinguishing physical features that establish the character of a locality. Through the appropriate use of resources such as a globe, pupils have developing awareness of the wider world, and countries beyond their own. Higher attaining pupils talk about locations such as the North Pole. By the time pupils leave the school they have appropriately extended their knowledge of the world. They talk, for example, about the Equator and the Tropics of Capricorn and Cancer. Pupils effectively use maps and atlases to find out about the features of different countries, such as the different types of landscapes in Africa, and where in the world rainforests predominate. Higher attaining pupils acquire good levels of appropriate terms such as "nomads", and all pupils begin to appreciate the importance of location in understanding environmental patterns such as the increase of deserts.
100. Teaching is generally sound throughout the school, with some effective features. Teachers maintain very good control of pupils, and this ensures good behaviour. They motivate pupils well by valuing their responses, and they make good use of homework to foster pupils' interest in the subject. Some lesson planning does not clearly specify the geography skills, knowledge and understanding that pupils are expected to acquire and this results in some lack of geography focus in those lessons. Teachers do not always ensure that pupils build their learning in a structured way. For example pupils in Year 3 are required to draw a bird's eye view of the school using their own ideas. Higher attaining pupils effectively achieve this, but lower attaining pupils lack practice in fundamental mapping skills, such as drawing simple plans. Pupils' positive attitudes to geography contribute well to their good pace of learning. Good use is made of the school's environment to develop pupils' geographical skills and understanding. Residential visits by Year 6 pupils are used well to broaden their

knowledge of locations different from the ones with which they are familiar.

HISTORY

101. Standards of work in history are broadly in line with those found nationally by the end of Key Stage 1. They are above national expectations by the end of Key Stage 2. Pupils effectively learn to think as historians. Their learning develops at a good pace throughout the school through using a broad range of resources from time lines to books and historical costumes. They acquire good levels of factual knowledge through teachers' clear explanations, and their work is further developed through effective marking and homework. By the time the pupils leave the school, they relate many main events within historical periods such as the Battle of Bosworth in Tudor times, and they begin to suggest consequences of these events. Higher attaining pupils describe the main changes and events within historical periods, such as the changes in pay in Victorian times, and the improvements in the making of looms. All pupils have a sound understanding of the lifestyles of certain ancient civilisations such as that of the Greeks, and they know about the various sources of historical evidence such as diaries and human remains. They effectively empathise with people from the past through their thoughtful written work.
102. The teaching of history is good overall. Teachers have clear intentions for what they want the pupils to learn in each lesson. They effectively use questioning techniques to develop pupils' thinking, and they make good use of resources such as time lines and books to develop learning. Good teacher knowledge fosters good lesson pace, and clear instructions and explanations enable pupils to make good progress. A wide range of visits to places of historical interest significantly enriches pupils' understanding.
103. Pupils' high levels of interest in the subject strongly support their progress. Marking is effective. For example, Year 6 teachers write comments in pupils' books to which the pupils are required to respond with improvements and developments in their work. Teachers have effective firm and consistent control and this ensures that pupils behave well at all times. Lower attaining pupils build good self-esteem through teachers' effective encouragement. Pupils throughout the school further develop their positive attitudes to the subject through homework.

INFORMATION TECHNOLOGY

104. Standards are in line with national expectations by the end of both key stages. This represents clear improvement since the last inspection when the school's provision and standards were both unsatisfactory. The school has taken significant steps to improve the provision in information technology. These include the establishment of a high quality suite of networked computers and appropriate training for teachers. Effective use is being made of specialist support for information technology. As a result, standards in information technology are improving.
105. Teachers have good, methodical approaches to teaching an appropriate range of basic skills. Weaknesses in past provision mean that many pupils need to quickly gain skills to overcome deficits. Opportunities to do this are effectively planned and delivered and pupils make good gains in their skills and understanding. Younger pupils make rapid progress and quickly show good levels of confidence. For example, pupils in Year 1 show increasing familiarity with the keyboard as they enter words into a word-processing program. By the end of Key Stage 1, pupils have familiarity with cameras, video and tape recorders. Using computers, they write short pieces of text and make appropriate changes in the appearance of their writing. They use the mouse and keyboard with confidence when assembling components on the screen,

drawing pictures and adding text. They operate with increasing independence, such as when finding pages within a CD-ROM. They save and print their work with assistance. Some higher attaining pupils show good levels of control and understanding as they complete detailed drawing tasks with care. All pupils show increasing understanding of the functioning of the computer suite, including logging onto and off the network.

106. Pupils in Key Stage 2 make good gains in their learning. They use an increasing range of technical language as they talk about their tasks. Many Year 3 pupils work quietly and with concentration when solving problems posed within an adventure program. They control the program appropriately although some become frustrated when they find solving the problem too great a challenge. Year 5 pupils concentrate well when they make effective use of a database of English monarchs. Good questioning from the teacher in the class-based part of the lesson prepares pupils well for the practical work with a computer. Pupils are therefore able to pose complex lines of enquiry when seeking information. They show increasing understanding of techniques to interrogate the database. By the end of the key stage, pupils are confident in their use of databases and higher attaining pupils use the software to create appropriate graphs, such as of the fates of the wives of Henry VIII. They write instructions to create programs in LOGO and many pupils begin to understand increasingly complex commands. This work in creating polygons is particularly effective in its contributions to pupils' mathematical understanding.
107. The quality of teaching is good in both key stages. Effective use is made of specialist teaching and many lessons in Key Stage 2 are well planned to ensure that only half the class at a time works with the computers. This allows teachers to pay close attention to pupils' strengths and weaknesses. It effectively helps all pupils to learn at an appropriate pace. This system is particularly effective in allowing support for pupils with special educational needs. Lessons include activities that are well matched to pupils' prior learning and are appropriately challenging. Teachers are flexible and responsive, ensuring that pupils are given further challenges where necessary to promote greater progress. Most information technology lessons are based in the computer suite although each classroom has a computer. These are sometimes used well, for example in "composing" music to link with pupils' other work on China. However, the classroom resources are generally under-used to allow pupils to apply the rapidly developing skills they gain from work in the computer suite.
108. Teachers have extremely good relationships with pupils and use these effectively when creating purposeful learning environments. Teachers make their high standards clear to pupils and value the comments and answers that pupils give. They encourage clear and detailed responses through the good use of probing and well-focused questions. The quality of relationships encourages pupils' very good attitudes to lessons. Pupils show good levels of interest in their work and are excited and challenged by their tasks. Their behaviour is very good and they concentrate hard on their work. Many tasks set by teachers give pupils good opportunities to work together. These opportunities are used well by pupils who discuss their work sensibly and reach joint decisions effectively.

MUSIC

109. Despite substantial staff changes, the school has maintained the high standards described in the last report. Throughout the school, pupils make very good gains in their knowledge, skills and understanding of music. Very good teaching employs a systematic approach that places great emphasis on pupils' practical work. From the earliest stages, pupils are effectively challenged to compose and perform their own music. By the time pupils leave the school, their attainment is well above that found

nationally in pupils of that age. Talented and gifted pupils are given excellent opportunities to perform and improve their skills.

110. Very effective use is made of specialist teaching and this is promoting high standards. A strong foundation of very good relationships sets the pattern for effective and challenging lessons. Lessons are planned very well and very effective use is made of the excellent range of resources. Pupils respond well to the high standards being set and apply themselves with determination and enthusiasm. They concentrate hard on their work and focus their activities to meet the clear time targets that are set. Throughout the school, teachers pay particular attention to teaching a wide range of specialist vocabulary. From the moment such vocabulary is taught there are clear expectations that pupils will use it in their discussions and explanations. This is effective in helping pupils to consider their work carefully and promotes higher standards. The range of specialist vocabulary is carefully and systematically developed through the school.
111. Pupils in Key Stage 1 use small percussion instruments with developing confidence and skills. Good strategies are employed to ensure that pupils develop good habits in handling and controlling instruments. These lead to well-focused lessons with an absence of unnecessary noise. By the end of the key stage, pupils make controlled use of percussion instruments to accompany singing. In class groups, they perform four-part percussion pieces with good attention to maintaining the rhythm.
112. In Key Stage 2, there is continuing attention to developing pupils' skills. Challenging activities ensure that pupils produce innovative work that makes good use of their developing skills. Year 3 pupils, for example, compose short pieces using tuned percussion and their partners repeat the phrases, using a different part of the scale. Pupils here show understanding of musical structure, pitch and rhythm. Performances at the end of the lesson allow the teacher to make effective informal assessments of the learning. Pupils are appreciative of each other's work and give positive support to encourage further development. Pupils apply their developing skills in practical performance contexts, such as Year 4 pupils performing "Roman" music as a part of a well-planned class assembly. An ensemble of over half the class uses a wide range of percussion instruments to deliver a high quality performance. Pupils in Year 5 have good understanding of notes and their values and they record their music well. By the time pupils are in Year 6, they apply their understanding of a full range of the qualities of music to group compositions. The teacher sets appropriately challenging tasks, such as "to compose music containing an element of surprise". Pupils work extremely effectively together, sharing ideas with few problems. They choose appropriate instruments and make suggestions as to how they could work. They practise and improve their pieces, giving good clear explanations of their intentions. This work is very effective in promoting good relationships and pupils' social development.
113. Pupils have good opportunities to perform through the school. All pupils are able to perform with one of the steel bands and many pupils take part in the djembe drum group. The school choir sings enthusiastically with good control. The standards shown performances in whole school assemblies are very high. Many older pupils perform together well, at previously rehearsed pieces of percussion music. They show skills, confidence and evident enjoyment that conveys itself well to the rest of the school. Music plays a significant part in the establishment of the school's high quality ethos.

PHYSICAL EDUCATION

114. There have been improvements in the standards achieved by pupils in Key Stage 1, due to an increase of resources and training from the Crystal Palace National Sports Centre. In Key Stage 2, additional recently introduced games such as netball and tag rugby are helping to raise attainment. There are high standards in dance, particularly in Year 6. Pupils in Year 6 are given good opportunities to undertake a variety of challenging outdoor and adventurous activities during a week's residential visit to a centre in Kent. Pupils in Year 3 learn swimming and most achieve the national expectations by the completion of the programme. A wide range of extra curricular activities take place such as basket ball, hockey, netball, athletics and cricket with involvement from Southwark Community Sports Development, Dulwich Hamlet Football Club and the Surrey County Cricket board.
115. Pupils in Key Stage 1 learn to be physically active in order to promote a healthy lifestyle. They gain good awareness of safe practice and to practise exercises carefully to improve upon their performances. Some lessons, however, are not sufficiently challenging and do not allow pupils to achieve their full potential. Pupils in Key Stage 2 consolidate their knowledge, skills and understanding in physical education. In Year 3, pupils learn to balance, jump and land in a variety of ways. Pupils in Year 4 build on these gymnastic skills, learning to use shape and space, to sustain controlled movements and to plan and perform sequences of movements. Pupils of all abilities in Year 5 learn the skills of team games such as tag rugby, learning to pass a ball backwards using both hands whilst running. Year 6 pupils extend their dance skills well, using their imagination and previous knowledge to produce work of high quality. They move in an exciting but controlled sequence of movements varying direction, shape, level and speed.
116. The quality of teaching in Key Stage 1 is satisfactory and it is good in Key Stage 2. Teachers plan effectively, comprehensively covering the programmes of study. They take account of all pupils ensuring that those with special needs or English as an additional language understand and participate in the lesson. Teachers generally have high expectations but occasionally do not sufficiently challenge pupils to plan more skilful and imaginative activities. Lack of pace or extensive instructions in some lessons create restless behaviour inhibiting learning. All teachers stress the need for safety, correct clothing and to listen effectively. They make many opportunities to praise and raise the self-esteem of pupils.

RELIGIOUS EDUCATION

117. Pupils' standards of attainment are in line with those expected in the locally Agreed Syllabus by the end of Key Stage 1. Pupils' knowledge and understanding are above average by the end of Key Stage 2. These are similar judgements to the previous inspection in 1996. However, at Key Stage 2 standards were described as 'around the national average' and there is now a clear improvement in pupils' understanding of world religions.
118. Pupils' oral skills are good in both key stages and they discuss moral and cultural issues well. However, there are insufficient opportunities provided by teachers for pupils to respond to lessons in a written form. They discuss the importance of symbolism well in Year 5 and make very mature responses to a consideration of a class pledge for the millennium in Year 6. Around the school, there is a very rich array of displays of religious artefacts and pictures from a variety of religions. These clearly have a very beneficial affect on pupils' knowledge and understanding and they refer to them well in discussions. However, there is very little written evidence of pupils reflecting their consideration and understanding of the religions they have studied. In

Year 2, pupils have learnt about the significance of the millennium and understand about resolutions. They are developing strong beliefs in the importance of helping others and reflecting on their own actions. Pupils clearly respect other faiths and the opinions of others. They understand the use of some of the artefacts associated with religions. This awareness continues very strongly throughout Key Stage 2. Pupils know about important religious events such as Hanukkah and Eid and discuss very thoughtfully about jealousy in relation to a story from their study on Sikhism. World religions and people's faiths are clearly celebrated very well throughout the school. Cultural differences and similarities are explained well by teachers. The subject is making a very positive contribution to the development of pupils' personal development and particularly their spiritual, moral, social and cultural education.

119. All pupils are very interested in the subject and have very good attitudes. By Years 5 and 6, pupils have developed sensible and mature attitudes. These, combined with exemplary behaviour, make an important contribution to their learning. Pupils' good attitudes are extremely beneficial to their ability to gain knowledge and awareness. All pupils show respect and tolerance for each other and the faiths of others to a high degree.
120. The quality of teaching is consistently satisfactory in Key Stage 1 and good in Key Stage 2, with one lesson in Year 6 judged very good. The very effective teaching in Key Stage 2 encourages pupils' learning very successfully. Pupils are effectively encouraged to take part in group debates on appropriate matters. In one example, pupils consider suitable class pledges for the class to live to for the rest of Year 6. The teacher skilfully ensures that all pupils are fully involved and this whole class involvement is also very evident in Year 5. Pupils learn about the significance of symbols and the festival of Hanukkah and are successfully taught about Christian symbols. The satisfactory teaching in Key Stage 1 ensures that pupils learn about a variety of festivals and celebrations such as the millennium. From a scrutiny of pupils' work they have clearly learnt about the birth of Jesus and know about Hanukkah. However, there is very little detail in the quality of writing, much of which is unmarked in both key stages. This is a weakness and teachers have no records of assessment on which to judge pupils' knowledge.