

ADDENDUM TO REPORT

LOVELACE PRIMARY SCHOOL

URN: 102583

TO REPLACE: HOW GOOD THE SCHOOL IS PART A

This is a sound school with some very good features where pupils reach satisfactory standards in English, mathematics and science by the time they leave. They benefit from good teaching in most year groups. The school is a very caring community and excels in its practice to include everyone in its work and play. Pupils' personal development is fostered very well and attitudes to learning are very good. They behave well in lessons and outside classrooms. Relationships are very good. The leadership and management of the school are satisfactory overall but have been disrupted this year by the secondment of the headteacher to a local failing school. For example, the systems for monitoring and evaluating teaching were interrupted. Some aspects of strategic development that were begun in 1999 have slowed down. In addition, severe teacher recruitment problems have caused some classes to be interrupted more than once during the last two academic years with consequent disruption to pupils' learning. There are some features of planning and monitoring procedures that still need improvement, for example the format and priorities of the school development plan and the monitoring of standards by core subject leaders. Standards are at least satisfactory in all subjects with the exception of English in Key Stage 1 and religious education in Key Stage 2. Overall, the school provides satisfactory value for money.

To replace: HOW WELL IS THE SCHOOL LED AND MANAGED? Part B

1. Overall the school is soundly led and managed. There are some good features which have started to have a positive effect on the quality of education received by all pupils. However, the impact of changes made to the working atmosphere in the school and the improvement of teaching, which the senior management team realises must take place if standards are to rise, have been interrupted by the secondment of the headteacher to another school during this academic year. The school has experienced a significant turnover of staff and the good teachers it wishes to appoint have not been available.
2. There is a clear vision of the direction the school is taking and what kind of school it should be. During the period from their appointment in 1999 until the headteacher was seconded to a failing school five terms later, the headteacher and acting headteacher had a very good working relationship; they complemented each other's strengths. They have been clear that standards are not high enough, that very good teaching is the key to improvement and that the ethos must be inclusive of all pupils' needs. The long-term plan that was put in place has only just begun to bear fruit in terms of improvements in some aspects of learning and the quality of teaching. They have succeeded very well in establishing an inclusive environment for learning in which all pupils have the best opportunities they can to learn and make progress. Pupils' very good behaviour and attitudes to school and the relationships amongst them and with their teachers are testament to this development. However, the team ethos amongst all staff necessary to consolidate

these initial improvements and raise standards has been adversely affected by the headteacher's secondment for the past year to a failing school. The acting headteacher, with little experience of strategic management and heavily supported by the LEA, managed day to day matters in a satisfactory way but the major focus to improve standards was not achieved especially at the end of Key Stage 1. Standards remain lower than could be expected at the end of both key stages.

3. Pupils in Year 6 are clear about the school's aims and purposes, recognising that everyone has an equal chance to benefit from all activities even though some may appear to be disadvantaged, for example, they have just begun to master the English language or have specific learning difficulties. They recognise that their learning and progress depend on their teachers and that when there are changes of teachers during the year, learning is interrupted and progress slowed down. As a Year 6 pupil put it at the end of the leavers' assembly, "We leave Lovelace as talented, intelligent and confident individuals. We have all enjoyed our time here and we will remember it with fondness".
4. The acting headteacher and the headteacher have systems in place to raise standards and improve teaching. Their leadership skills have injected an aspiration in the majority of staff and particularly those with senior management responsibilities, to raise their sights and expect more from their pupils. The proportion of very good teaching during the inspection confirms these plans are beginning to have a positive impact on pupils' learning. A decline in standards at Key Stage 1 has been arrested in mathematics but reading and writing remain well below those of similar schools.
5. Until recently, subject co-ordination has been the preferred approach to keeping track of the standards achieved in the curriculum. This co-ordination is not consistent, mainly due to a high turnover of staff and a lack of management expertise amongst those who have these responsibilities. Although some teachers co-ordinate their subjects well, insufficient understanding of data analysis in the core subjects has resulted in a lack of focus on this important aspect of the school's work. Standards at the end of Key Stage 2 are broadly satisfactory but work seen during the inspection indicates they should be higher, especially in English and mathematics. Standards at the end of Key Stage 1 are unsatisfactory in English. The senior management team has been restructured so that key stage managers will now be responsible for standards in all subjects. This monitoring and evaluation will ensure that resources are deployed to those areas that are priorities for improvement and the further raising of standards. This is a good development of the school's management systems.
6. The governing body is very committed to the school's success. Overall, governors discharge most of their statutory duties. They support the school's determination to be inclusive and to provide equal opportunities for all. The chair of governors has a very good working relationship with the acting headteacher and the headteacher. However, there are some minor gaps in fulfilling all statutory requirements, for example, providing all necessary information in the prospectus and annual report to parents. Governors are less certain about how to hold the

school to account on the standards achieved and the chair admits that further training would enable them to do this job much better. In addition, recruitment of governors has been a problem and the range of expertise is somewhat limited regarding an understanding of school standards. Governors visit the school and know that it is an orderly community. They know that there are some safety issues to address regarding the perimeter fence. They are less certain about weaknesses in standards because they have insufficient understanding of key data.

7. The acting headteacher has re-established an effective monitoring and evaluation schedule this year with intensive support from the LEA. She and the headteacher, of late, have observed teachers and enabled them to identify what makes their teaching successful and what should be improved. The key stage managers understand this process and are ready to continue it next year. As yet they have not contributed consistently to a programme of observations in either Key Stage 1 or 2. The recruitment problems that have beset the school since 1999 have resulted in a lack of continuity of teaching across the school with a resultant adverse effect on standards. The senior management team has identified key areas of the school and deployed effective teachers to those classes. Teaching in Key Stage 1 was good and sometimes very good during the inspection and the school is consolidating its strategy, started last year, to target this key stage as a matter of urgency in order to raise standards in the core subjects. Early results look promising, especially in mathematics.
8. The governing body has appropriate procedures in place for the appraisal of the acting headteacher's performance. Performance management is in place for all staff and targets for improvement effectively link into the school's overall priority to improve teaching and learning. There is a clear understanding by the acting headteacher that pupils with special educational needs should be targeted and support staff appropriately deployed. Provision across the school is good for these pupils and those for whom English is an additional language. However, systematic monitoring and evaluation have just started and the impact is not yet improving standards to any significant degree. Although monitoring of teaching is now established by the senior management team, the analysis of attainment in key areas of the school has been insufficiently detailed and used by all teachers to target their pupils and plan for improvement in the core subjects. Targets have been set for Year 6, but there has been too little attention paid to this process, in all classes until very recently. The situation has been exacerbated by constant changes of teachers across the school.
9. Induction procedures are satisfactory and the school welcomes students into classes to complete their training.
10. The headteacher and acting headteacher identified priorities for improvement in a school audit in 1999. However, discontinuity in the leadership and management of the school caused, in the main, by the headteacher's secondment to another school, has affected progress. The relative inexperience of the acting headteacher in respect of financial planning has affected her ability to deploy resources more effectively for the benefit of the pupils and to have an impact on standards,

especially in English. Whilst there have been significant improvements to the learning environment, both indoors and outside, there has been some lack of focus on maintaining high standards. The necessary, on-going monitoring and evaluation of the quality of teaching, standards and pupils' progress have not been implemented consistently by the inexperienced senior staff during the headteacher's secondment. The continuing teacher recruitment problems have been a significant factor in this situation. In addition, improvement planning is not consistent in its format and subject co-ordinators are not fully aware of the whole school picture. The restructuring of the senior management team to enable key stage managers to have this overview is an effective development towards raising standards and keeping check of what is happening across the curriculum. There have been some significant improvements towards establishing systems for monitoring progress and setting individual targets for all pupils. The school has started to analyse attainment of specific groups of pupils including gender, pupils for whom English is an additional language and some ethnic minority groups. Good use is made of baseline assessments. However, standards in maths and English show little improvement since the last inspection.

11. Finance governors are effective in the strategic management of the school's resources and the budget is well monitored by them. The governors ensure that an appropriate amount of money is held in reserve and plans have been well founded to improve accommodation and resources before a fall in the roll reduces the school's overall budget. Parents agree that these aspects of the school have improved in recent times. The governors apply best value principles to ensure they get the most cost-effective services for the school. This is the case in respect of school dinners, the upgrading of accommodation and the establishing of a suite for information and communication technology. Pupils' learning and general well being have been enhanced by these initiatives. The day-to-day management of finance is efficient and does not interfere with the educational priorities of the school. The recruitment of a school bursar dedicated to these tasks contributes significantly to the smooth running of the school's finances. The business expertise of the chair of finance assures the long-term efficiency of the school.
12. A new suite of computers for information and communication technology is used well and contributes effectively to pupils' growing knowledge and understanding of electronic mail, Internet access and multimedia learning tools. This is an improvement in resources since the last inspection.
13. Specific grants for special educational needs, for pupils whose first language is not English and for the professional development of teachers are used effectively.
14. There are sufficient teachers and support staff to teach the curriculum but a large turn-over of staff in the last two years, mainly due to promotions or maternity leave, has interrupted pupils' learning and affected the drive to raise standards in the core subjects.
15. Nursery nurses and learning support staff are very effective in the Foundation Stage and pupils with special educational needs and for whom English is an additional language are well served. This has a beneficial effect on their progress,

which is commensurate with their abilities.

16. Provision for special educational needs and for pupils whose first language is not English is good and they make progress. Support staff and those who support pupils with statements of educational needs work well with teachers and ensure that individuals make progress. The acting deputy headteacher has co-ordinated support staff effectively this year and ensured that they work in a coherent fashion across the school.
17. Teachers have the appropriate training to teach primary age pupils and the senior management team has deployed them, as far as possible, to ensure they maximise their subject expertise. This has been effective in art and design, design and technology, information technology, mathematics and music.
18. The acting headteacher has co-ordinated special educational needs well and ensured that these are identified early. The school fulfils the requirements of the Code of Practice in having a special needs register, consulting with parents and holding reviews. The co-ordinator has a very clear picture of all the needs within the school and how they are being met, and provides good leadership and management of special educational needs provision.
19. The school's accommodation has been improved to a significant degree since the new headteacher was appointed in 1999. The strategic plan to improve indoor and outdoor facilities has had a good impact on pupils' opportunities to learn, in particular in the Foundation Stage, in the computer suite and in areas adjacent to classrooms in both key stages. Outside, dedicated areas for adventurous play, quiet reflection and a well-kept playing field all contribute to further learning opportunities. Learning resources have improved in quality over the same period of time and the deliberate strategy to replace old and inappropriate equipment and materials is appreciated by staff, pupils and parents. There are signs that standards are beginning to improve, especially in mathematics.

INSPECTION REPORT

LOVELACE PRIMARY SCHOOL

Chessington

LEA area: Kingston-upon-Thames

Unique reference number: 102583

Acting Headteacher: Mrs Rosemary Quesnel

Reporting inspector: Mrs June Woolhouse
17016

Dates of inspection: 25 - 29 June 2001

Inspection number: 192292

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Mansfield Road Chessington Surrey
Postcode:	KT9 2RN
Telephone number:	020 8397 3845
Fax number:	020 8397 0284
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Batten
Date of previous inspection:	24 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17016	June Woolhouse	Registered inspector	Physical education	What sort of school is it? The school's results and pupils' achievement How well is the school led and managed? Equal opportunities
9189	John Horwood	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
15023	Barbara Johnstone	Team inspector	English Art Music Foundation Stage	
7084	Jack Haslam	Team inspector	Mathematics Information and communication technology	
20243	David Benstock	Team inspector	Science Design and technology	How good are curricular and other opportunities offered to pupils?
31218	Tom Allen	Team inspector	History Geography	How well are pupils taught? English as an additional language
31029	Peter Thrussell	Team inspector	Religious education	How well the school cares for its pupils Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school caters for nursery, reception and primary age pupils. There are 508 pupils on roll aged from 3 to 11 years. The percentage of pupils known to be eligible for free school meals is 13.5%. This is below the national average. There are 102 pupils on the register for special educational needs, 21%, slightly below the national average. There are twelve statements covering a broad range of special educational needs. The percentage of pupils who have English as an additional language is high – 6.3%. There are very small numbers of refugee and travellers' children. Pupil mobility is average. Several ethnic groups are represented at the school. In 1999 and 2000 children's attainment on entry was below average and lower than in previous years. Both literacy and numeracy skills were below average.

HOW GOOD THE SCHOOL IS

This is a sound school with some very good features where pupils reach satisfactory standards in English, mathematics and science by the time they leave. They benefit from good teaching in most year groups. The school is a very caring community and excels in its practice to include everyone in its work and play. Pupils' personal development is fostered very well and attitudes to learning are very good. They behave well in lessons and outside classrooms. Relationships are very good. The leadership and management of the school are satisfactory overall but have been disrupted this year by the secondment of the headteacher to a local failing school, for example, except until recently, the consistent systems for monitoring and evaluating teaching. Some aspects of strategic development that were begun in 1999 have slowed down. In addition, severe teacher recruitment problems have caused some classes to be interrupted more than once during the last two academic years with consequent disruption to pupils' learning. There are some features of planning and monitoring procedures that still need improvement. Standards are at least satisfactory in all subjects with the exception of English in Key Stage 1 and religious education in Key Stage 2. Overall, the school provides satisfactory value for money.

What the school does well

- Teaching is now good or better in most year groups. There is some very good teaching.
- Pupils have very positive attitudes to learning and behave well.
- Pupils with special educational needs are well provided for.
- The school is a very caring community with an excellent approach to including everyone in all its work and informing parents of their children's progress.
- Relationships amongst the entire school community are very good.
- Provision for pupils' moral and social development is very good.
- Attainment is above expectation in art, history, geography and music.

What could be improved

- Standards in English, particularly in Key Stage 1 – reading, writing, spelling and handwriting.
- Monitoring and evaluating by the senior management team and subject co-ordinators of what goes on in school, particularly the balance of the curriculum and the standards pupils achieve.
- Planning for school improvement in the long, medium and short term.
- Attainment in religious education, particularly in Key Stage 2.

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 February 1997. It was deemed to be a good school. Standards in English, mathematics and science, at 7 and 11, were at least in line with national standards. Pupils' attitudes and behaviour were good and relationships between them and their teachers were also good. Attainment in the nursery was good or very good. Pupils with special educational needs and for whom English was a second language made good progress. Attainment in physical education and music was above national expectations. Attainment in religious education was below expectations. Curriculum planning was very rigid and assessment information not used effectively. The role of subject co-ordinators, especially in science, design and technology and religious education, was under-developed.

Teachers were not certain about standards in their subjects. The library was unsatisfactory. The provision for spiritual development was less than satisfactory. Since 1999 the school's senior management team has changed completely. The intake has changed. The numbers of pupils with special educational needs and those entitled to free school meals have increased. Pupils' attitudes are now very good and behaviour remains good as a result of the school's policy to address equality of opportunity for all groups. The school's approach to inclusion is excellent and a high degree of tolerance is evident amongst all pupils. Standards in Key Stage 1 fell in 1998 and the newly appointed management team set about a 'root and branch' improvement of the curriculum, resources and the learning environment. This three-year plan was interrupted in September 2000 when the headteacher was seconded to a failing school. In addition a recruitment crisis hit the school because of promotions and temporary absences. Long and medium term planning in some subjects, the learning environment, resources and the library have improved. However, because of significant teacher turnover, some unsatisfactory teaching and no constant co-ordination of literacy, standards in Key Stage 1 were well below those of similar schools in 2000 and did not improve as much as they should in Key Stage 2. The acting headteacher concentrated effectively on recruiting good teachers and embarked on a programme of monitoring teaching, supported by the LEA. Training and development of subject co-ordinators in the core subjects were interrupted by promotions to other school. Those capable of taking on the role were not sufficiently experienced in understanding and interpreting school data. Progress in the co-ordination of some subjects remains unsatisfactory, especially English and religious education. Provision and attainment in the Foundation Stage remain good. Provision for spiritual development is now satisfactory. At the end of 2001 there has been significant improvement in teaching because the acting headteacher has consolidated her monitoring processes. Unconfirmed results in 2001 in Key Stage 1 national tests show significant improvements in mathematics and reading. The strategies that have been consolidated this year are beginning to have an impact on standards.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	C	C	C
Mathematics	C	B	C	C
Science	C	C	C	C

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

Progress is sound in Key Stage 1, given that children enter school with below average attainment in literacy and numeracy skills. They make good progress in Key Stage 2.

The school's results are average in English, mathematics and science compared with national results and those of similar schools at the end of Key Stage 2. Results improved in English and science in 2000 compared with 1999. The school met its targets for English and science but not in mathematics. Inspection findings confirm the results in English and science. There are some improvements in mathematics at the end of Key Stage 2 in 2001. At the end of Key Stage 1 in 2000, standards in reading were very low and in writing and mathematics were well below average when compared with similar schools. Unconfirmed Key Stage 1 results for 2001 show some significant improvements in mathematics and reading. There have been modest improvements in writing. Average results now compare with similar schools for mathematics. The downward trend in attainment has been arrested in mathematics and to a lesser extent in reading and writing. Pupils achieve national standards in all subjects except English at Key Stage 1 and religious education in Key Stage 2. Attainment is above expectation in art, history, geography and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are interested in their work.
Behaviour, in and out of classrooms	Good. Pupils behave well throughout the school day.
Personal development and relationships	Very good. Pupils have very good relationships with each other and their teachers. They show respect for each other's beliefs and ideas. They respond well to opportunities for independent work.
Attendance	Satisfactory. The school works hard to maintain good attendance.

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.

Teaching was satisfactory or better in 98% of the 94 lessons observed. Teaching in the Foundation Stage was always satisfactory, good in about three-quarters of all lessons and very good in about a third. Expectations were always high and all staff managed the children and resources very well. Teaching in Key Stage 1 was at least satisfactory. It was good in three-quarters and very good or excellent in four out of ten lessons. In Key Stage 2 teaching was satisfactory in 97% of lessons, good in about two thirds of lessons and very good or excellent in about one in eight lessons. In Key Stage 1 teaching methods were very effective. Teachers managed pupils well in both Key Stages. In all Key Stages pupils with special needs and those for whom English is an additional language were catered for well. The teaching of literacy and numeracy skills was good in most classes with good levels of instruction on fundamental aspects of reading, writing, spelling, handwriting and number work. Pupils' learning was successful because they were well managed, resources were good quality and well prepared, other adults knew their responsibilities and pupils were able to work independently because they understood the tasks set by their teachers. In a small number of lessons teaching and learning were unsatisfactory; subject knowledge was weak, the work did not match pupils' needs and they did not make progress. Teaching has improved since the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements. Planning of Early Learning goals provides a good basis for the National Curriculum in Key Stages 1 and 2. Extra time allocated to literacy and numeracy in Key Stage 1 is used effectively. The religious education curriculum is unsatisfactory. Extra-curricular opportunities are good. Time in Key Stage 2 is below recommended levels by 30 minutes a week.
Provision for pupils with SEN	There is good provision for all pupils with special educational needs.
Provision for pupils with English as an additional language	There is good provision for pupils for whom English is an additional language.
Provision for pupils', including spiritual, moral, social and cultural development	There is very good provision for pupils' moral and social development. There is satisfactory provision for their spiritual and cultural development.
How well the school cares for its pupils	The school is a caring community and provides good care for all pupils. Effective procedures are in place for monitoring and promoting good behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The school is well led by the acting headteacher. She promotes a very good team approach. The work of newly appointed Key Stage managers and subject co-ordinators work is not yet effective in ensuring that standards are as high as they could be. There is some lack of continuity in school improvement planning between whole school and key stages.
How well the governors fulfil their responsibilities	Governors fulfil most of their responsibilities and give good support to the acting headteacher. There are some minor issues to improve regarding fulfilling statutory requirements of which they are aware.
The school's evaluation of its performance	Evaluation is improving and beginning to focus on standards. The headteacher and acting headteacher monitor teaching effectively. The newly appointed senior management team and subject co-ordinators have not yet focused sufficiently or consistently on standards in core subjects.
The strategic use of resources	Strategic planning of the budget is good and governors monitor it well. Financial planning is linked to long-term plans. Good use is made of all resources and the accommodation. Best value principles are applied. Staffing is adequate now. Recruitment has been a serious impediment to progress.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school.• Behaviour is good.• Progress is good.• Teaching is good and teachers have high expectations of their pupils.	<ul style="list-style-type: none">• Security on the school site.• The consistent setting and marking of homework.• Working with parents more closely.• Informing parents about their children's progress.• Work more closely matched to individual needs.• The cost effectiveness of the swimming pool.

The inspection team agree with all the aspects that please the parents. They agree there is some inconsistency about homework mainly due to temporary staff not being fully aware of the school's policy. They do not agree that the school does not work closely with parents, work is not matched to individual needs or the swimming pool is not cost effective. All possible measures are taken to ensure that parents know what goes on in school and how their children are progressing. They do agree that security on the site is an issue and have advised the governing body to review this aspect of the school's safety.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

20. Evidence from baseline assessments for both the current reception classes and for the previous year's cohort show that overall attainment on entry is lower than in previous years. Standards in relation to literacy and numeracy skills are below average.
21. In the nursery and reception classes, children make good progress in their personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; creative and physical development. The vast majority of children will meet the early learning goals by the end of the Reception year.
22. In Key Stage 1 the results of the 2000 statutory assessment tests (SATs) were well below average in reading and below average in writing when compared with all schools nationally. Standards, when compared with similar schools, were very low in reading and well below average in writing. When compared with similar schools, the percentage of pupils achieving the higher level 3, (that expected of a nine-year old), was well below average for reading but in line for writing. Inspection findings in English show that standards achieved by pupils in speaking and listening are in line with expectations but below in reading, writing, spelling and handwriting.
23. Overall pupils make barely satisfactory progress in relation to prior attainment by the end of Key Stage 1. Girls' attainment is higher than the boys' in reading. However, boys' attainment in reading was very low and the girls' attainment was still below when compared with national standards. Boys' and girls' attainments in writing were comparable but both were below national averages at the end of Key Stage 1.
24. Pupils with special educational needs, those for whom English is an additional language, travellers' children and refugees make satisfactory progress overall. Higher attainers make unsatisfactory progress in Key Stage 1.
25. In Key Stage 2 the results of the 2000 SATs for English were in line with national standards and those of similar schools. Attainment was in line with national averages when pupils' prior attainment was taken into account. The percentage of pupils reaching the higher level 5, (that expected of fourteen-year olds), was above average compared with similar schools. Girls' average attainment was above but boys' was below when compared with national standards. However, girls' attainment at Level 4, that expected of the age, was significantly higher than the boys. Inspection findings in English show that standards achieved by pupils in speaking and listening, reading, writing, spelling and handwriting are satisfactory.
26. Pupils make good progress in English in relation to prior attainment by the end of the key stage. Pupils with special educational needs, those for whom English is an additional language, travellers' children and refugees make good progress. Higher attainers make good progress in Key Stage 2.

27. In Key Stage 1 the results of the 2000 SATs in mathematics were well below average compared with national averages and with similar schools. The percentage of pupils achieving the higher level 3, (that expected of nine-year olds), was well below average, compared with similar schools. Inspection findings in mathematics show that standards achieved by pupils in all areas of mathematics are in line with national averages.
28. Overall, pupils make barely satisfactory progress in relation to prior attainment by the end of the key stage. Girls' and boys' average attainments were comparable in mathematics but well below national averages. Pupils with special educational needs, those for whom English is an additional language, travellers' children and refugees make sound progress. Higher attainers make sound progress in Key Stage 1.
29. The invalidated results of statutory tests in reading, writing and mathematics at the end of Key Stage 1 in 2001 show a small amount of improvement in reading and writing but a significant improvement in mathematics. The indications are that standards are now in line with those of similar schools in mathematics.
30. In Key Stage 2 the results of the 2000 SATs for mathematics were average compared with all schools nationally and similar schools. Attainment was just below national averages when pupils' prior attainment was taken into account. The percentage of pupils reaching the higher level 5, (that expected of fourteen-year olds), was above average compared with similar schools. Inspection findings in mathematics show that standards achieved by pupils are in line with the national average, including the higher attainers.
31. Pupils make good progress in mathematics in relation to prior attainment by the end of Key Stage 2. Girls' and boys' average attainment is comparable when compared with national standards but boys perform significantly less well at Level 4, the expected level for the age group. Pupils with special educational needs, those for whom English is an additional language, travellers' children and refugees make good progress. Higher attainers make good progress in Key Stage 2.
32. At the end of Key Stage 1 attainment in science when judged by teacher assessments was well below average.
33. In Key Stage 2 the results of the 2000 SATs for science were average compared with all schools nationally and similar schools. Attainment was in line with national averages when pupils' prior attainment was taken into account. The percentage of pupils reaching the higher level 5, (that expected of fourteen-year olds), was average compared with similar schools. Inspection findings in science show that standards achieved by pupils are in line with national averages.
34. In science pupils, including the higher attainers, make good progress in relation to prior attainment by the end of Key Stage 2. Girls' overall attainment is above average when compared with national standards but boys' attainment is below. Boys perform significantly less well at Level 4, the expected level for the age group. Pupils with special educational needs, those for whom English is an additional language, travellers' children and refugees make good progress.

35. The school's results since the last inspection have fallen in Key Stage 1 and in English by the end of Key Stage 2. At the beginning of 1999 the senior management of the school changed and a new headteacher and deputy headteacher were appointed within a term. The drop in standards in Key Stage 1 is linked to the turbulent staffing situation which has affected the school for at least two years. A school audit in 1999 identified weak teaching in Key Stage 1. All teachers in the reception, Year 1 and 2 classes are now different from those who were in post in 1999. In addition, the headteacher was seconded to a failing school within five terms of taking up the post and the strategic plans for improvement, particularly regarding the school's ethos, were interrupted. The co-ordination of literacy has not been consistent since that time, training for the literacy strategy has been intermittent and the subject not monitored or evaluated effectively. The intake to the school has changed and there is a higher proportion of pupils with special educational needs and those eligible for free school meals. All these factors have affected standards, in Key Stage 1 in particular, and in English across the school. Unvalidated results at the end of Key Stage 1 for 2001 show that the decline in standards has been arrested. Small improvements have happened in reading and writing, including the attainment of the more able. There has been a significant improvement in mathematics both at level 2, the expected level for the age and for the more able who have achieved level 3. Standards in mathematics are now in line with national standards and those of similar schools.
36. At the end of Key Stage 2 attainment in English has not improved as much as could be expected but has remained in line with national standards and those of similar schools. There has been a consistent and significant gap between the attainment of boys and girls at all levels in English during the past four years, reflecting the national trend of lower attainment for boys.
37. Changes of teachers across the key stage have affected progress in mathematics. Standards have improved very slightly since 1997 but improvements have fluctuated. Girls have made more progress than boys and this is particularly apparent when the attainment at Level 4 is evaluated. However, results levelled out in 2000 when the attainment at all levels for boys and girls was evaluated.
38. More progress has taken place in science over a four-year period and this is due mainly to consistent co-ordination of the subject and careful deployment of appropriately trained teachers. However, the progress of girls has been consistent whereas that of the boys has fluctuated, particularly since 1999. Standards are in line with national averages and those of similar schools.
39. Pupils make good progress in music, history, geography and art and design in both key stages. Standards are above national expectations in these subjects by the end of Key Stage 2. Pupils make satisfactory progress in information technology, design and technology, and physical education and standards are in line with national expectations. Progress in religious education is satisfactory in Key Stage 1 where standards are in line with national expectations. Standards are below national expectations by the end of Key Stage 2 and progress is unsatisfactory.
40. Pupils with special educational needs and for whom English is an additional language are well supported. In both key stages they achieve standards that fully reflect their capabilities.

41. The school's 2001 targets for the end of Key Stage 2 are sufficiently challenging. Targets set for 2000 were 2% higher than the results achieved in English and mathematics. In that year the target for mathematics was 10% lower than that for English and the outcome of the tests also reflected this lower expectation.

Pupils' attitudes, values and personal development

42. Pupils' attitudes to school are very good, they are keen to attend, eager to learn and to take full advantage of opportunities the school offers. All pupils are friendly and polite leading to a very welcoming environment. The good behaviour in lessons is also extended to all parts of the school day including lunch sessions, outside playtime and to school visits. The whole school community is harmonious and orderly requiring only minimal supervision at break times to ensure pupil safety. During the inspection there was no evidence of any oppressive behaviour such as bullying, sexism or racism and this is supported by there being only one short-term exclusion during the past year and this was for a pupil with special behaviour difficulties.
43. A major strength of the school is the very good relationships that exist within the school and this has a very positive influence on learning. The pupils have formed very good relationships with each other and with the teachers who themselves lead by example. All the children work well together, listen eagerly and carefully to teachers and to each other and are good at waiting their turn. They enjoy their work and are able to remain interested and involved in their tasks for sustained periods, responding enthusiastically and thoughtfully when asked for ideas and often ask intelligent questions of their own.
44. Whilst the overall judgement is that the relationships are very good and behaviour is good there are examples of excellent behaviour and relationships such as seen during the school's participation in the country dance festival at a local secondary school. The very good relationships were also seen to extend to Lovelace and its former pupils who were proud to make contact during the event.
45. The school ethos, supported by the very good relationships and good behaviour, enables the pupils to develop progressive personal skills as they move through the school. The sharing of ideas, the ability to work in pairs or groups, the effective use of their own time together with their genuine desire to learn make a very significant contribution to learning. Within the class groups, all pupils integrate fully and there is clear evidence of pupils with problems being understood and supported by their classmates.
46. Pupils are keen to take the opportunities to show a sense of responsibility within the classroom, such as taking registers to the office, monitor duties and helping with library records. Pupils' interests in activities are very good and many take part in the extra-curricular activities offered by the school. The pupils' enthusiasm is also demonstrated by their determination to get 'house points' for personal and academic achievement.
47. The attendance levels at the school are slightly below the national average. The unauthorised absence figures are above the national average but the latest figures show a decrease in this level. Parents are aware of the requirement for notification of absence and the school follows up the requirement for a reason to be given. Most pupils are punctual arriving at school and also for lessons. Registration is taken swiftly with the minimum of delay and allows lessons to commence immediately. The effective registration has a positive impact on pupils' learning by focusing their attention and preparing them well for the start of the school day. Once inside the building, the children quickly settle into the daily routines and conform to codes of behaviour.

48. The school uses praise and celebration as a major motivator for achievement. There are positive awards systems used for academic and personal achievement including a house system, points system and celebration assemblies. Everyone involved in the school clearly takes pride in achievement.
49. The school has maintained the overall high standards of behaviour and attitudes since the previous inspection. The parents appreciate the traditional values and high expectations that this school promotes.

HOW WELL ARE PUPILS TAUGHT?

50. At the last inspection the quality of teaching was judged to be at least satisfactory in most of the lessons observed. Since then the quality of teaching has improved significantly and is now judged to be good overall. In Key Stage 1, 77 percent of lessons seen were good or better and sometimes excellent and in Key Stage 2, 64 percent were good or better with examples of excellent teaching in Year 6. There were three unsatisfactory lessons seen in the Key Stage 2. The successful introduction of the Numeracy Strategy has had a positive impact on improving standards in mathematics. The development of the National Literacy Strategy has been interrupted by changes of co-ordination and staff. Progress has been slower in raising standards in English.
51. Good teaching is found in nearly all subjects. In both key stages the teaching of English, mathematics, science, art and design, geography, music and physical education teaching is good. Examples of very good and excellent teaching were seen in Year R, 1, 2, 5 and 6. Although teaching in religious education is satisfactory in both key stages not all aspects of the curriculum are covered and pupils' attainment in Key Stage 2 is below national expectations. Teaching in information technology and design and technology is always satisfactory. No judgement is made about the quality of teaching in history, as too few lessons were seen during the inspection.
52. The teaching of English and mathematics has improved as a result of the introduction of the National Literacy and Numeracy Strategies. Lessons have an appropriate structure although there is some inconsistency across the key stages. This is mainly due to numerous staff changes. As a result, not all current teachers have had time to familiarise themselves with the system. In Year 6, pupils are grouped according to their attainment in mathematics. This allows teachers to match work more closely and is helping to raise standards. In literacy lessons, teachers use a range of strategies to stimulate interest and pupils are highly motivated to discuss ideas and make valid contributions. In numeracy lessons there is an appropriate focus on the development of mental arithmetic at the start of lessons. Teachers encourage pupils to explain their methods of finding the answer and this is successful in helping pupils to look for alternative ways of solving problems and checking for accuracy. Both English and mathematics are emphasised and well used across the curriculum.

53. Teachers have a good knowledge and understanding of the subjects they teach with the exception of religious education. This enables them to teach confidently, answer questions from pupils correctly and make pertinent teaching points in lessons. Pupils can therefore make good progress in their own understanding of the subject. This was demonstrated well in a Year 6 literacy lesson on clauses, where the teacher effectively used examples from a range of texts to distinguish between main and subordinate clauses. In science lessons appropriate scientific vocabulary is introduced and new words are clearly explained. Information is generally presented in a lively and stimulating way, which engages pupils' interest, and motivates them well. Subject knowledge in music is good and this enables pupils throughout the school to make good progress in their learning.
54. The quality of planning has improved since the last inspection. The school has recently adopted the Qualifications and Curriculum Authority (QCA) schemes of work which has assisted the planning process and helps to ensure an effective whole-school approach. However, due to significant staff changes not all aspects of planning have been implemented. This is apparent in the difference in the work covered in classes within a year group. There is a need to ensure that pupils in parallel classes enjoy the same learning objectives.
55. In most lessons across the school, teachers have high expectations of their pupils' work and behaviour and plan work which is challenging and designed to stretch the thinking of all pupils in their class. Pupils respond well to this and are keen to do their best. A Year 1 literacy lesson based on the comparison between fiction and non-fiction was a good example of this. Pupils were developing their knowledge and understanding of the effect of illustrations and the difference in the presentation of factual information compared to discursive writing. The teacher had planned the work extremely carefully to ensure that all pupils, including those with special educational needs and those with English as additional language, had tasks that closely matched their prior attainment. All the pupils worked diligently and behaved in an exemplary manner throughout. Teachers provide appropriate work for travellers' children and the school uses these examples to broaden everyone's understanding of other cultures.
56. Teachers make good use of ongoing assessment of pupils' work. They are skilled at asking questions that vary in difficulty to check and challenge pupils' thinking and understanding as well as to ensure that all pupils are included. Very good examples were shown during a Year 1 geography lesson where the teacher's effective questioning, on selecting clothing to suit different climatic conditions, helped pupils to learn well, to consolidate what they had been taught and to explain why different materials are more suitable for various weather conditions. All teachers make good use of the conclusions of the lessons to revisit the learning objectives and discuss with pupils the extent to which they have been achieved. This practice helps pupils to know how well they are acquiring new knowledge, understanding and skills. It also gives teachers an opportunity to evaluate their teaching and pupils' learning, and to plan accordingly for the next lesson. Most pupils have a good idea of how they are learning from the helpful comments which teachers record when marking pupils' work.
57. The management of pupils is a strength of the school. Teachers know their pupils well. There is a very good relationship amongst staff and pupils which results in very good behaviour throughout the school. Pupils are highly motivated, they like school and think very highly of their teachers. Some pupils say the best thing about their school is the teachers!
58. Teachers' use of time is good. Teachers maintain a brisk pace during lessons which ensures that all pupils remain involved. Generally, pupils produce a satisfactory amount

of work by the end of the lesson. However, in a very few unsatisfactory lessons where the introduction is too long and the pace of the lesson slows, a number of pupils lose interest and become restless. As a result, pupils make little progress in their learning and cover less than they should. Resources, including support staff and parent helpers, are very well used to support groups of pupils. Good use is made of computers to support learning in most subjects.

59. Good, well-focused learning opportunities are provided for pupils with special educational needs in withdrawal sessions, allowing them to meet their individual targets, particularly those related to literacy and numeracy. For example, phonological awareness is developed systematically. Some pupils in Year 5 are able to develop their literacy and numeracy skills effectively through cookery, where they measure ingredients, check timings and sequence instructions. These sessions are taken by confident, competent and caring learning support and teaching assistants. Pupils' good behaviour and attitudes also contribute to effective learning. Within class lessons, planned activities are generally appropriate for pupils with special educational needs. Learning support assistants are well trained to carry out their support role. Those assigned to pupils with statements of special educational need understand the need to stand back from pupils at times to allow for their developing independence within the class. Class teachers, along with the special educational needs co-ordinator, manage pupils' individual education plans well. Targets are reviewed each term and pupils' files contain evidence of their work to show that targets are being met and good progress made.
60. Homework is set across the school and is used effectively to reinforce literacy and numeracy skills. However, there is some inconsistency in the way it is managed by teachers and less experienced teachers are not fully aware of the school's policy.

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

61. Overall, the quality and range of opportunities for learning provided by the school are satisfactory. The curriculum is broad and is enriched through a wealth of extra-curricular and event-based activities. The school meets the statutory requirements and is good in providing stimulating contexts to develop learning. Theme days, activity centre visits and subject focus days are examples of the diverse range of ideas. Year 6 and 2 pupils attended a country dance festival organised within the Borough. The Foundation Stage curriculum is very well planned to meet the needs of young children and provides a broad range of practical activities which promotes the Early Learning Goals within a secure environment. Literacy and numeracy are taught according to the national strategies and there is clear evidence of a positive impact on mathematics across the school. There is improvement in the teaching of literacy and indications that there is the beginning of a positive effect on the standards of English. The school provides well for all groups of pupils particularly those with special educational needs, travellers' children and those for whom English is an additional language. More opportunities could be given to gifted and talented pupils but the school is aware that this is an area of development. Staff with specialist skills, for example in music, art and design, physical education and special educational needs are deployed well and ensure that these subjects are promoted and have a high status in the curriculum. The school is very good at providing equality of opportunity to all groups and this is evident in the harmonious way all pupils work together. In some areas of the curriculum, the range of opportunity is somewhat less developed. In religious education, for example, the school is not achieving sufficient breadth and balance of exploration of different religions and there is inconsistency between the experiences of different classes.

62. The provision of time for the curriculum is broadly satisfactory but is below the recommended level at Key Stage 2. It is not always linked carefully to need. The provision in English and mathematics is generous, but necessary, given the needs of pupils when they start school. Time dedicated to religious education is below expected levels to deliver the appropriate curriculum in Key Stage 2 and this was evident in the work seen during the inspection. The time allocated for information and communication technology is generous, but the school is consolidating the use of its technology suite in teaching with the result that pupils' skills are improving. Strategies for teaching literacy and numeracy are firmly established, although procedures for monitoring delivery and pupil achievement are not secure in literacy in Key Stage 1. In particular, opportunities are missed to practise literacy skills. Provision for special educational needs is good and the school ensures that all pupils have equal and appropriate access to the curriculum.
63. There is a good, rich selection of extra-curricular activities, with an extensive range of after-school clubs. For example, netball, football, art and computing are very popular. A good opportunity is provided for infant technology. Choir, drama, talent shows, fashion shows, book events and many others provide a stimulating experience for all age groups. Day and residential visits, for example to the local Marchants Hill centre, are regular and give excellent opportunities for pupils' personal, as well as academic development. The utilisation of the range of opportunities from the local community is underdeveloped, being limited to inputs occasionally from the police or representatives from the paramedical service.
64. The provision of personal, social and health education, (PSHE), is good. Sex education and drugs awareness are addressed through science and through circle time or allocated time during the day. Assemblies are used effectively in this respect. Planned activities enhance the pupils' awareness and self-confidence and this is reflected well in their discussion skills.
65. The provision for spiritual and cultural development is satisfactory. There has been an improvement in the provision for spiritual development since the last inspection. Opportunities for spiritual reflection and togetherness are created effectively in school and class assemblies. Collective worship meets statutory requirements and those pupils who withdraw receive appropriate supervision. Teachers show by their actions that they have high regard and respect for pupils and this ethos is transmitted to pupils. Opportunities are provided to allow pupils to debate and value others' beliefs. Less opportunity is specifically planned for awareness or for a reflection on concepts in subject areas, such as the wonder of the natural environment. An appreciation of cultural traditions is expanded through some specific activities, such as looking at foods from different countries or styles of music. Planned development of knowledge of multi-faiths is not yet systematic or comprehensive.
66. Provision for moral and social education is a very strong element throughout the curriculum. Pupils are helped to know right from wrong and consider the impact of their actions on others. Clear guidance is given through a code of conduct and issues such as the impact of human activity on pollution are discussed. Social education is enhanced through the extra-curricular activities and educational visits, as well as the emphasis on teamwork in classroom teaching methods. Pupils collaborate frequently in groups and share ideas and equipment. All these strategies contribute well to a harmonious learning environment for the majority of pupils.
67. The provision made by the school for pupils with special educational needs is good.

With its development over the last two years, pupils have increasingly been provided with learning opportunities that enable them to make good progress. Individual education plans have appropriate and manageable targets that pupils are able to meet, mostly through individual and small group tuition, where learning opportunities are focused on their particular needs. In lessons, pupils are sometimes helped by learning support assistants and generally activities are planned that aid them to meet their learning needs.

68. Within literacy sessions, pupils have regular withdrawal support that is relevant to their needs. They are taught skills that help them to access the full curriculum. Withdrawal arrangements are well organised. During afternoon sessions care is taken to ensure that pupils do not continually miss parts of the same subject.
69. Links with other schools are developing reasonably well to smooth the transition between the primary and secondary phases.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

70. The provision for the welfare of the pupils is good and is a strength of the school. This aspect has remained effective since the last inspection. It is well supported within the ethos of the school and the very caring approaches of all staff. Despite several changes in staffing, there are clearly close relationships between staff and pupils, and pupils are well known to teachers and other staff. The school has a good approach to health and safety, with related issues highlighted in its policies, newsletters sent to parents giving relevant advice, and the implementation of whole-school risk assessments. Pupils' activities throughout the school are well supervised. The school is totally inclusive in its provision of care, with all groups of pupils equally addressed in its policies and procedures. This is a noteworthy feature.
71. The school has a sufficient number of trained first-aid staff. All records and reporting of injuries are kept accurately and securely. Procedures for child protection and health and safety checks are sound and meet legal requirements. The Child Protection Officer is identified in the school policy and known to all staff. The school plans to have all members of its senior management team trained in child protection procedures.
72. There are satisfactory procedures for monitoring attendance. The school ensures that through its prospectus and newsletters parents are aware of the requirements to notify the school of absences. Registers are taken promptly and efficiently with absenteeism and lateness carefully followed up. Parents appreciate this check of absent pupils.
73. The arrangements for monitoring pupils' personal development are satisfactory. Individual education plans and targets are used to monitor pupils with specific difficulties. Whilst there is no formal monitoring policy, staff clearly are aware of pupils' personal development needs. Before school, briefing sessions are used to inform staff of any arising personal needs of pupils of which they should be aware. Staff know pupils and parents well, both formally and informally, through events such as 'dream-time' matches between staff and pupils and a parent-teacher tug-of-war.
74. The measures to promote good behaviour and to eliminate any oppressive behaviour are good. Staff, parents and pupils are very clear about the school's expectations. Serious behaviour incidents are logged, followed up and closely monitored. Pupils are confident in their relationships with staff, and readily discuss any incidents concerning behaviour and bullying so that these can be dealt with effectively.

75. The procedures for assessing pupils' attainment and progress are satisfactory overall. A baseline assessment is made of pupils entering school, from which targets are set for pupils to reach by the end of Year 2. The procedures for mathematics are very good, for science good and English satisfactory. The results of national and other end-of-year testing are analysed carefully for strengths and weaknesses, so that future planning can address the weaker areas. However, in English the use of assessment to inform future planning is inconsistent, being unsatisfactory at Key Stage 1. In English and mathematics ability groups are formed on the basis of assessments, with some pupils being set for mathematics across year groups, and work is set to meet the range of learning needs. Some pupils in Year 3 receive additional literacy support, and Springboard in Year 5. Booster groups in Year 6 provide further support in literacy and numeracy. Individual targets are set regularly for pupils based on their particular learning needs. This procedure, recently established, is beginning to have a positive impact on raising standards in the core subjects.
76. As yet, there are no whole-school procedures for assessing pupils' attainment and progress in other subjects of the curriculum, with a view to identifying starting points for future learning. Some teachers set assessment tasks at the beginning and end of topics in order to check the progress made. Within lessons tasks are sometimes set, to take particular account of the range of ability, in order to enable all pupils to make progress. Where appropriate pupils often work in literacy groups, with tasks that reflect their literacy skills.
77. There are good procedures for identifying and supporting pupils with special educational needs. From an analysis of baseline assessments and careful observation of pupils in class, those with special educational needs are identified. Individual education plans are drawn up by class teachers and the special educational needs co-ordinator. Realistic and manageable targets that are set for pupils are reviewed each term. To enable pupils to reach their targets, good, well-focused support is provided by competent and confident learning support assistants and teaching assistants. Careful records are kept of pupils' progress, which are monitored by the co-ordinator. Pupils with behavioural needs are supported well within classes where the school's strategies for managing behaviour are used sensitively and consistently. Pupils with statements receive their full entitlement of support, and good use is made of outside agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

78. Most parents are very supportive of the school and many have an active involvement through the parent and teachers association, as governors or by providing help in lessons or with extra-curricular activities. Almost all the parents think that their children like coming to school, think that behaviour in school is good and are pleased with the progress their children make as a result of good teaching and high expectations. The majority of parents are satisfied with the quantity and type of homework, although there was some concern about inconsistency across the classes with irregular patterns of homework in some. Only a small minority of parents considered that the school is not helping their children mature. Whilst the majority of parents agreed that the school is very approachable, there are some concerns about information provided about progress, how well the school is led and managed, the provision of extra-curricular activities and how closely the school works with parents.
79. During the inspection all the points raised by parents at the Parents' meeting and through questionnaires were examined. Many parents made individual comments that were very supportive of the school. There were very few issues raised. The team found that some of these were not a true reflection of the school's work and others are being addressed. Some parents had expressed concern about differentiation of work in classes and the help received by children of varying ability, the setting and marking of homework and about the effective dealing with issues of bullying, but the inspection team concluded that the school was dealing with all these matters satisfactorily.
80. There was a little concern about the use of the swimming pool and the cost-effectiveness of having a swimming instructor. The school has a policy on use of the pool that is satisfactory. The benefits of good quality swimming provision outweigh the small additional cost the school bears for this provision. Several parents made comments relating to supply teaching and changes in the senior management team – both these have had an adverse effect on the school but neither is expected to be a long-term problem.
81. Several parents had identified school security as an issue and this was fully examined during the inspection. The school has made good attempts to ensure that the building is secure by means of coded locks with remote access available on the main entrance. The school grounds are spacious and a real benefit for the school. However, it is very difficult to make the grounds secure, as there are access gates around the perimeter which are not secured and vehicles can be moving around the school grounds. There is a low boundary fence and an open route for pedestrians to access the rear playground without going through the school reception. The school has a caring and conscientious staff who provide high quality supervision whilst the children are on the school site. The inspection team considers, however, that the governing body should review the security arrangements with a view to preventing unauthorised access to the school play areas at all times.
82. There is good effective home-school partnership with all pupils having a home-school agreement. There are very good communications through such things as regular, well-presented school newsletters and class newsletters. The newsletters contain both reports on past events and details of future ones as well as school diary dates. The class newsletters give parents useful information about the work to be done by the pupils. The format of the children's annual reports has been revised recently and the new format is very good. In addition to giving the statutory information on attendance and SATs data, there is a report on each subject, which clearly identifies the targets and how well the child has done. There are also informative comments on personal

development and a reply slip for parents to acknowledge and make any comments.

83. There is a good and effective parent and teacher association which, as well as raising funds for the school, organises social events for parents and children. Parents make a good contribution to the work of the school and to the children's learning. Many parents help out in school, for example, with reading and cooking, and others help on school visits, for example, accompanying children to a country dancing festival. Parents also support the school by attending events such as the country dance festival and the class assembly. Parents play a significant part in the running of the school by being the majority on the governing body – approximately three-quarters of the governors are or have been parents of children at the school.
84. Parents of children with special educational needs are kept well informed of the progress their children are making. They are fully involved in reviews of pupils on stages three to five of the register, and of other pupils if there are increasing concerns. Parents receive copies of their children's individual education plans, often with suggestions about help that they could give. When concerns are expressed by teachers about individual pupils and the possibility of putting them onto the register, this is discussed fully with parents.
85. Progress has been maintained well since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

86. Overall the school is soundly led and managed. There are some good features which have started to have a positive effect on the quality of education received by all pupils. However, the impact of changes made to the working atmosphere in the school, the accommodation and the improvement of teaching, which the senior management team realises must take place if standards are to rise, have been interrupted by the secondment of the headteacher to another school during this academic year. The school has experienced a significant turnover of staff and the good teachers it wishes to appoint have not been available.
87. There is a clear vision of the direction the school is taking and what kind of school it should be. The headteacher and acting headteacher have a very good working relationship and complement each other's strengths. They are clear that standards are not high enough, that very good teaching is the key to improvement and that the ethos must be inclusive of all pupils' needs. Since 1999, when they were both appointed to their respective roles, the long-term plan that was put in place has only just begun to bear fruit in terms of improvements in some aspects of learning and the quality of teaching. They have succeeded very well in establishing an inclusive environment for learning in which all pupils have the best opportunities they can to learn and make progress. Pupils' very good behaviour and attitudes to school and the relationships amongst them and with their teachers are testament to this development.
88. Pupils in Year 6 are clear about the school's aims and purposes, recognising that everyone has an equal chance to benefit from all activities even though some may appear to be disadvantaged, for example, they have just begun to master the English language or have specific learning difficulties. They recognise that their learning and progress depend on their teachers and that when there are changes of teachers during the year, learning is interrupted and progress slowed down. As a Year 6 pupil put it at the end of the leavers' assembly, "We leave Lovelace as talented, intelligent and confident individuals. We have all enjoyed our time here and we will remember it with fondness".

89. The acting headteacher and the headteacher have systems in place to raise standards and improve teaching. Their leadership skills have injected an aspiration in the majority of staff and particularly those with senior management responsibilities, to raise their sights and expect more from their pupils. The proportion of very good teaching during the inspection confirms these plans are beginning to have a positive impact on pupils' learning. A decline in standards at Key Stage 1 has been arrested in mathematics but reading and writing remain well below those of similar schools.
90. Until recently, subject co-ordination has been the preferred approach to keeping track of the standards achieved in the curriculum. This co-ordination is not consistent, mainly due to a high turnover of staff and a lack of management expertise amongst those who have these responsibilities. Although some teachers co-ordinate their subjects well, insufficient understanding of data analysis in the core subjects has resulted in a lack of focus on this important aspect of the school's work. Standards at the end of Key Stage 2 are broadly satisfactory but work seen during the inspection indicates they should be higher, especially in English and mathematics. Standards at the end of Key Stage 1 are unsatisfactory in English. The senior management team has been restructured so that key stage managers will now be responsible for standards in all subjects. This monitoring and evaluation will ensure that resources are deployed to those areas that are priorities for improvement and the further raising of standards. This is a good development of the school's management systems.
91. The governing body is very committed to the school's success. Overall, governors discharge most of their statutory duties. They support the school's determination to be inclusive and to provide equal opportunities for all. The chair of governors has a very good working relationship with the acting headteacher and the headteacher. However, there are some minor gaps in fulfilling all statutory requirements, for example, providing all necessary information in the prospectus and annual report to parents. Governors are less certain about how to hold the school to account on the standards achieved and the chair admits that further training would enable them to do this job much better. In addition, recruitment of governors has been a problem and the range of expertise is somewhat limited regarding an understanding of school standards. Governors visit the school and know that it is an orderly community. They know that there are some safety issues to address regarding the perimeter fence. They are less certain about weaknesses in standards because they have insufficient understanding of key data.
92. The acting headteacher has established an effective monitoring and evaluation schedule this year. She and the headteacher have observed teachers and enabled them to identify what makes their teaching successful and what should be improved. The key stage managers understand this process and are ready to continue it next year. The recruitment problems that have beset the school since 1999 have resulted in a lack of continuity of teaching across the school with the resultant adverse effect on standards. The senior management team has identified key areas of the school and deployed effective teachers to those classes. Teaching in Key Stage 1 was good and sometimes very good during the inspection and the school is consolidating its strategy, started last year, to target this key stage as a matter of urgency in order to raise standards in the core subjects. Early results look promising, especially in mathematics.
93. The governing body has appropriate procedures in place for the appraisal of the acting headteacher's performance. Performance management is in place for all staff and targets for improvement effectively link into the school's overall priority to improve teaching and learning. There is a clear understanding by the acting headteacher that pupils with special educational needs should be targeted and support staff appropriately

deployed. Provision across the school is good for these pupils and those for whom English is an additional language. However, systematic monitoring and evaluation have just started and the impact is not yet improving standards to any significant degree. Although monitoring of teaching is now established by the senior management team, the analysis of attainment in key areas of the school has been insufficiently detailed and used by all teachers to target their pupils and plan for improvement in the core subjects. Targets have been set for Year 6, but there has been too little attention paid to this process, in all classes until very recently. The situation has been exacerbated by constant changes of teachers across the school.

94. Induction procedures are satisfactory and the school welcomes students into classes to complete their training.
95. The headteacher and acting headteacher identified priorities for improvement in a school audit in 1999. However, discontinuity in the leadership and management of the school caused, in the main, by the headteacher's secondment to another school, has affected progress. There has been some lack of focus on maintaining high standards at the expense of improving the learning environment and resources and ensuring that the school is inclusive of all pupils. The continuing teacher recruitment problems have been a significant factor in this situation. In addition, improvement planning is not consistent in its format and subject co-ordinators are not fully aware of the whole school picture. The restructuring of the senior management team to enable key stage managers to have this overview is an effective development towards raising standards and keeping check of what is happening across the curriculum. There have been some significant improvements towards establishing systems for monitoring progress and setting individual targets for all pupils. The school has started to analyse attainment of specific groups of pupils including gender, pupils for whom English is an additional language and some ethnic minority groups. Good use is made of baseline assessments.
96. Finance governors are effective in the strategic management of the school's resources and the budget is well managed. The governors ensure that an appropriate amount of money is held in reserve and plans have been well founded to improve accommodation and resources before a fall in the roll reduces the school's overall budget. Parents agree that these aspects of the school have improved in recent times. The governors apply best value principles to ensure they get the most cost-effective services for the school. This is the case in respect of school dinners, the upgrading of accommodation and the establishing of a suite for information and communication technology. Pupils' learning and general well being have been enhanced by these initiatives. The day-to-day management of finance is efficient and does not interfere with the educational priorities of the school. The recruitment of a school bursar dedicated to these tasks contributes significantly to the smooth running of the school's finances. The business expertise of the chair of finance assures the long-term efficiency of the school.
97. A new suite of computers for information and communication technology is used well and contributes effectively to pupils' growing knowledge and understanding of electronic mail, Internet access and multimedia learning tools. This is an improvement in resources since the last inspection.
98. Specific grants for special educational needs, for pupils whose first language is not English and for the professional development of teachers are used effectively.
99. There are sufficient teachers and support staff to teach the curriculum but a large turnover of staff in the last two years, mainly due to promotions or maternity leave, has

interrupted pupils' learning and affected the drive to raise standards in the core subjects.

100. Nursery nurses and learning support staff are very effective in the Foundation Stage and pupils with special educational needs and for who English is an additional language are well served. This has a beneficial effect on their progress, which is commensurate with their abilities.
101. Provision for special educational needs and for pupils whose first language is not English is good and they make progress. Support staff and those who support pupils with statements of educational needs work well with teachers and ensure that individuals make progress. The acting deputy headteacher has co-ordinated support staff effectively this year and ensured that they work in a coherent fashion across the school.
102. Teachers have the appropriate training to teach primary age pupils and the senior management team has deployed them, as far as possible, to ensure they maximise their subject expertise. This has been effective in art and design, design and technology, information technology, mathematics and music.
103. The acting headteacher has co-ordinated special educational needs well and ensured that these are identified early. The school fulfils the requirements of the Code of Practice in having a special needs register, consulting with parents and holding reviews. The co-ordinator has a very clear picture of all the needs within the school and how they are being met, and provides good leadership and management of special educational needs provision.
104. The school's accommodation has been improved to a significant degree since the new headteacher was appointed in 1999. The strategic plan to improve indoor and outdoor facilities has had a good impact on pupils' opportunities to learn, in particular in the Foundation Stage, in the computer suite and in areas adjacent to classrooms in both key stages. Outside, dedicated areas for adventurous play, quiet reflection and a well-kept playing field all contribute to further learning opportunities. Learning resources have improved in quality over the same period of time and the deliberate strategy to replace old and inappropriate equipment and materials is appreciated by staff, pupils and parents. There are signs that standards are beginning to improve, especially in mathematics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

105. In order to improve standards and the leadership and management of the school, the following issues should be included in the school's post-inspection action plan:

- (1) Raise standards in English, especially in Key Stage 1, by ensuring:
 - consistency of assessment procedures;
 - consistency of marking;
 - consistency in monitoring and evaluating teaching;
 - all staff keep up-to-date with the Literacy Strategy.(See paragraphs 3, 16, 17, 35, 70, 56, 57, 96, 100, 101, 109)

- (2) Improve the accuracy and consistency of monitoring and evaluation to:
 - improve further the quality of teaching, especially in English;
 - increase senior managers' understanding of school data and target setting;
 - raise standards in the core subjects, especially in Key Stage 1.(See paragraphs 71, 73, 74, 106)

- (3) Improve school improvement planning and ensure
 - coherence at each level of management - whole school, key stage, subject level;
 - planning focuses on raising standards as a priority.(See paragraphs 67, 76)

- (4) Raise standards in religious education by ensuring that:
 - the scheme of work is implemented fully in all classes;
 - the subject is taught consistently;
 - the subject is monitored and evaluated systematically by scrutinising pupils' work, teachers' planning and the quality of teaching.(See paragraphs 179, 181)

In addition to the key issues above the following less important weaknesses should be considered for inclusion in the action plan:

- Governors should fulfil all statutory duties. (See paragraph 72)
- Governors should review the length of teaching time in Key Stage 2 and bring it up to the recommended minimum. (See paragraph 43)
- Governors should review safety and the security provided by the school's perimeter fence. (See paragraph 62)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	18	48	29	2	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)	50	484
Number of full-time pupils eligible for free school meals	N/A	62

FTE means full-time equivalent.

Special educational needs	Nursery	Y3-Y7
Number of pupils with statements of special educational needs	N/A	11
Number of pupils on the school's special educational needs register	N/A	102

English as an additional language	No of pupils
Number of pupils with English as an additional language	32

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.1

Unauthorised absence

	%
School data	0.4
National comparative data	0.4

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	26	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	27	26
	Girls	20	22	22
	Total	38	49	48
Percentage of pupils At NC level 2 and above	School	66 (67)	84 (84)	83 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	27
	Girls	22	23	21
	Total	46	49	48
Percentage of pupils at NC level 2 and above	School	79 (71)	84 (84)	83 (76)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	37	34	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	23	29
	Girls	30	26	32
	Total	56	49	61
Percentage of pupils At NC level 4 or above	School	79 (80)	69 (76)	86 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	25	28
	Girls	26	25	28
	Total	44	50	56

Percentage of pupils At NC level 4 and above	School	62 (75)	70 (82)	79 (88)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	3
Black – other	0
Indian	12
Pakistani	2
Bangladeshi	1
Chinese	1
White	370
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	17.9
Number of pupils per qualified teacher	29.8
Average class size	30.9

Education support staff: Y3-Y7

Total number of education support staff	19
Total aggregate hours worked per week	370

Financial information

Financial year	2000
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	£
Total income	1,056,852
Total expenditure	1,010,214
Expenditure per pupil	1989
Balance brought forward from previous year	3005
Balance carried forward to next year	49,643

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	510
Number of questionnaires returned	216

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	0	0
My child is making good progress in school.	60	36	4	0	0
Behaviour in the school is good.	41	51	4	1	3
My child gets the right amount of work to do at home.	27	46	17	5	4
The teaching is good.	61	36	2	1	1
I am kept well informed about how my child is getting on.	34	51	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	60	31	6	2	1
The school expects my child to work hard and achieve his or her best.	57	36	3	0	3
The school works closely with parents.	36	44	18	0	2
The school is well led and managed.	44	41	8	2	5
The school is helping my child become mature and responsible.	49	44	2	1	3
The school provides an interesting range of activities outside lessons.	37	47	8	2	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

106. The educational provision for children in the Foundation Stage is good. Children are admitted to the school in September or January, according to their date of birth. The children in the nursery class either attend during the morning or afternoon sessions. At the time of the inspection there were 50 children on roll in the nursery class. Reception children are taught in two classes and eight of these children were under five years of age during the inspection. Meetings are held for nursery and reception parents prior to their child starting school. These were not in place during the previous inspection. All teachers and other adults, in both the nursery and reception classes, work well together as a team. The Foundation Stage manager has a good oversight of the provision for these children.
107. The majority of children enter the reception classes with levels of attainment below those expected from children of the same age. Procedures for assessing children when they enter school are good and detailed records are kept of each child's progress through the reception classes. However, detailed records are not yet kept of children in the nursery class. The school is aware of this and is in the process of putting appropriate procedures in place. By the end of the reception year, most children are likely to achieve national expectations in all areas of learning and are ready to begin the National Curriculum. Children with special educational needs, higher attaining children, those with English as an additional language, traveller children and refugees make good progress in relation to their prior attainment. The quality of teaching in the foundation stage is good overall. Teachers are well aware of the stages of development to be achieved by children before reaching the end of the early learning goals. Teaching is carefully planned to ensure that the curriculum provision is appropriate for children's differing abilities. Emphasis is placed on children enjoying their learning.

Personal, social and emotional development

108. Most children are likely to achieve the early learning goals for personal, social and emotional development by the end of the reception year. Many children enter the reception classes with experience of the school's own nursery, of other nurseries or of playgroups. They quickly settle into the routines of the nursery and reception classrooms and feel secure. All children show a caring relationship with each other and play well together in the playground. They behave well in lessons and take turns sensibly. They respond very well to adults and to each other. Teaching is good and appropriate opportunities are provided for children to talk in a secure and caring atmosphere. For example, reception children made preparations for a visit to the London Aquarium. The teacher asked them to think of rules that they should follow on the outing. Children mentioned that they must not talk to strangers, must stay with the adult that they are with and must do as they are told. The teacher then emphasised each of these points to the children, resulting in good learning taking place.

Communication, language and literacy

109. By the end of the reception year, the standards achieved in the early learning goals for reading and writing are likely to be in line with those found nationally. Standards in speaking and listening are expected to be similar to those found nationally. Children make good progress in speaking and show increasing confidence when asking and answering questions and in talking in front of the class. They are attentive listeners both in class and in assemblies. They listen well to stories and enjoy looking at books. Nursery children enjoy the story of 'Elmer the Patchwork Elephant' and are able to talk about it with the teacher. They select their own books to look at and share these with each other. Many children in the reception classes read simple words accurately and a few children read more difficult text with skill. Adults in the classroom make a good contribution to developing children's reading skills. Children read regularly to adults and detailed records are kept of their progress. As a result, parents receive accurate information as to how to help their child develop secure skills at home. Children in the nursery begin to develop pencil control when practising different letter shapes. By the time they are in the reception classes, most children show confidence when writing. The majority of children can recognise and write their own names and begin to construct simple sentences. They show good attention to writing correct letter shapes. Teaching is good and children's learning is supported well by other adults in the classroom. In a very good lesson, reception children listened to the story of 'This is the Bear', read by the adults. Excellent use was made of different voices and expression when reading the story and this aided the children in their learning. The children wanted to write their own speech bubbles and to think of ideas that each of their characters might say. Teachers mark work very carefully. Detailed comments are made in children's books and this enables each child's progress to be closely monitored. The classrooms provide a rich learning environment for developing children's communication, language and literacy skills.

Mathematical development

110. By the end of the reception year, most children are likely to achieve the early learning goals in mathematical development. Reception children can count to ten and many show an awareness of numbers beyond. A few children are secure in numbers to 20. Children understand the sequence of numbers in a number line and can use this to count forward or back, starting from different points. Most children can recognise and name different shapes, including the triangle, square and rectangle. They make comparisons between objects, using the mathematical language of heavier and lighter. They can make an estimation, using the terms fewer than 10 or fewer than 20. They begin to do simple addition and subtraction sums, recording their answers in writing. In a reception class lesson, very good teaching resulted in children gaining confidence in understanding and using different numbers. Detailed planning and very good provision of resources had a positive impact on children's learning. Appropriate support from other adults in the classroom enables children to make good progress in their understanding.

Knowledge and understanding of the world

111. By the end of the reception year, most children are likely to achieve the early learning goals in their knowledge and understanding of the world. Reception class children know the days of the week and the different times of the day. They know the animals that belong on a farm and where they live. Children understand that they go to school from different starting points and are able to talk about the route that they use. They enjoy making predictions about whether an object will float or sink in water. In one

lesson, reception children guessed what would happen to different objects if they were immersed in water. They recorded their predictions in drawings and then took part in the experiment. Skilled use of questioning by the teacher resulted in good learning taking place. The children were often surprised to find out what actually happened, when each object was immersed. Children gain confidence in using the computer. Appropriate computer programs are used to reinforce learning. Teaching is good and other adults offer valuable support to children. Lessons are well planned and matched to the needs of individual children. Attractive displays, in both the nursery and reception classes, further extend children's understanding of the world around them.

Physical development

112. By the end of the reception year, most children are likely to achieve the early learning goals for physical development. Children gain confidence in controlling and using their bodies in different ways. In a lesson for reception children, good attention was given to ensuring that children warmed-up and cooled-down after exercise. Children practised throwing, catching, and dribbling balls with their feet. They showed satisfactory skill at hand, eye and foot co-ordination. Reception class children enjoy their swimming lessons with an instructor. They walk sensibly round the edge of the pool. They practise kicking in the water using floats for support. Very good guidance from adults all have a positive impact on developing children's confidence in the water. Children handle small tools with care and use a range of materials well to develop manipulative skills. They use outdoor play equipment sensibly to further develop their skills. Teaching is good and effective use is made of resources to extend children's learning.

Creative development

113. By the end of the reception year, most children are likely to achieve the early learning goals for creative development. Children enjoy painting and talking about their pictures. They show satisfactory skill in using the colours that are appropriate for their work. Reception children use chalks and paints to create characters from a fairy tale. They use different coloured paper to make a collage of the initial capital letter of their names. They make their own design for a tile and produce a print. Children in the nursery play together in the class travel agent shop. They pretend that they are going on holiday. Reception class children use the home corner well for their imaginary games. All children enjoy making music together. They sing nursery rhymes and counting songs to reinforce their learning. Reception children sing well in the weekly singing practices with other Key Stage 1 pupils. Teaching is good and other adults in the classroom provide effective support.
114. The classroom resources for nursery and reception class children are good and are readily available to them. The outside play area is satisfactory and children are supervised there at all times. Good use is made of the grassy area under the trees. Children enjoy their snacks there in the warm weather and it provides further opportunities for them to appreciate the attractive school environment. There have been improvements to the organisation and resourcing of the Foundation Stage since the last inspection and these are beginning to have a positive effect on attainment as children move into Key Stage 1.

ENGLISH

115. Standards in reading at the end of Key Stage 1 in 2000 were well below the national average. Standards were very low when compared to similar schools. Standards for writing were below the national average and were well below when compared to similar

schools.

116. Standards in English at the end of Key Stage 2 were close to the national average and in line when compared to similar schools. The results in 2000 show a significant difference between the attainment of boys and girls, with girls doing better than boys. This difference was more evident in Key Stage 2 than in Key Stage 1. At the time of the inspection only the results for Key Stage 1, 2001, were available. Although no comparisons can be made with the national average, the results for reading show an improvement of ten per cent on the previous year. More pupils gained level 3 for reading. Results for writing remained about the same. Only one pupil gained level 3 for writing. At the end of Key Stage 1 average attainment remains very low in reading and below in writing. It is in line with the national average in speaking and listening.
117. At the end of Key Stage 2 attainment is in line with the national average in reading and writing, with a small minority attaining above the national average. Attainment in speaking and listening is above the national average. There has been a decline in the standards achieved by pupils in Key Stage 1 since the previous inspection. Pupils are capable of achieving higher standards in relation to their age and ability. Pupils' achievement is good in Key Stage 2 and the school has maintained the standard of pupils' work since the previous inspection. Pupils with special educational needs, those with English as an additional language, traveller children and refugees make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Higher attaining pupils make unsatisfactory progress in Key Stage 1, but good progress in Key Stage 2.
118. In Key Stage 1, pupils' speaking and listening skills are in line with the national average. This was evident in a Year 2 lesson when pupils listened well to the story of 'Can't you Sleep Little Bear?' They told the teacher what had happened in the story, with many pupils using appropriate vocabulary and speaking with a clear voice. In Key Stage 2 speaking and listening skills are above the national average. Good listening skills are evident throughout the key stage. The majority of pupils show fluency when speaking and use expression well to convey their ideas. Year 6 pupils speak confidently in front of a whole school assembly, showing good diction and clear presentation of thoughts.
119. Pupils' reading skills are well below the national average at the end of Key Stage 1. Pupils in Year 1 make a good beginning in developing their reading skills. Many are able to understand and correct their mistakes when reading. They make predictions about the ending of stories and talk about the characters. They make good improvement in their skills when reading together in small groups. A few Year 2 pupils are confident readers. They use expression well to convey the meaning of the words and are able to read unknown texts accurately. However, there are pupils in the year group who are less confident in reading and do not make sufficient use of clues in the text or pictures to aid their understanding. In Key Stage 2, pupils' reading is in line with the national average. Pupils read well, both in front of the class and to visitors. They are able to express their own opinions about the books they read and to compare and contrast them. Higher attaining pupils show skill at reading difficult, unfamiliar words. Most read fluently, confidently and use expression well to convey the meaning of the text.
120. Pupils in Year 1 make a good beginning in writing. However, at the end of Key Stage 1 pupils' writing is below the national average. A few pupils in Year 2 show a satisfactory ability in expressing their ideas in writing. They understand the use of simple punctuation and spell short words correctly. There is a small group of pupils whose writing lacks fluency and their work is occasionally too brief. They are sometimes careless and their handwriting contains some incorrect letter shapes. . In Key Stage 1,

good presentation is not generally evident and pupils' handwriting is variable.

121. At the end of Key Stage 2 pupils' writing is in line with the national average. The majority of pupils write with ease. Writing is made interesting for the reader and many pupils show skill at using correct punctuation. They use paragraphs effectively to enhance their work. Pupils show an understanding of the different types of sentence structures and use dictionaries well to assist in spelling. In a Year 6 lesson, pupils looked at different blurbs to advertise a book. They identified the ones that were interesting to the reader. They understood how good, descriptive writing about one of the characters immediately caught the reader's attention. They then wrote their own blurb to introduce the book, 'The Brocaded Slipper', making use of appropriate vocabulary. The majority of pupils present their work well in Key Stage 2 and their handwriting shows a good, cursive script. Good use is made of communication and information technology to assist pupils in their writing.
122. Pupils' literacy skills across the curriculum are satisfactory. In Key Stage 1 pupils talk well in history and geography lessons. In Key Stage 2, pupils write about the different aspects of Buddhism in religious education lessons. They use clear speech to describe the shelter they make in design and technology. They write accounts in geography and letters and diaries in history. In mathematics, pupils give explanations using appropriate mathematical vocabulary.
123. In the majority of lessons in Key Stages 1 and 2 teaching and learning are good, with some very good and excellent features. Only one unsatisfactory lesson was seen in Key Stage 2. Teachers have a good approach to the literacy hour. Lessons are carefully planned, work is well matched to pupils' differing levels of ability and good use is made of resources. Teachers make literature come alive for pupils. For example, in a very good Year 5 lesson, pupils listened to the teacher reading an extract from the diary of the 17th century writer, John Evelyn. Pupils were able to visualise the Great Fire of London due to the teacher's effective reading of the text. This resulted in very good learning taking place. Pupils immediately wrote their own account, with many pupils showing good descriptive writing and use of adventurous words. Frequent opportunities are provided for pupils to make a contribution to class discussions. This was highlighted as a weakness in the previous inspection. The report stated that there was a lack of opportunity for creative and imaginative writing and a lack of good quality literature. These weaknesses have been addressed successfully by the school. Home-school reading diaries are used in both key stages to chart pupils' progress and to inform parents. However, occasionally, in Key Stage 1, they do not always give parents guidance on how to help their child with reading. There is detailed marking of pupils' work in Key Stage 2. In Key Stage 1 this is not so apparent. The school is in the process of developing a whole-school approach to the teaching of spelling.
124. Pupils in both key stages have good attitudes towards the subject. Pupils in Key Stage 1 are interested in their work. They concentrate on tasks and work co-operatively, when required. Pupils in Key Stage 2 settle to work quickly and show good motivation. They often work collaboratively and willingly share ideas with each other. Pupils are enthusiastic in their response to extra-curricular provision.
125. At present there are team co-ordinators for English. There have been staff changes and co-ordinator changes in the last two years. The co-ordinator during 2000 left temporarily at Easter. These changes have affected standards and developments in literacy, particularly in Key Stage 1. There is now a stable staff and this is beginning to have a positive impact on raising pupils' attainment. Satisfactory assessment procedures are in place in both key stages. These have recently been improved and

include target setting for individual pupils. There is a reading policy and regular assessments of reading are being introduced by the school. However, there has not been sufficient time for these new procedures to make an impact on standards, particularly in Key Stage 1. The school is aware of the need to consistently monitor and analyse teacher assessments in Key Stage 1 in order to ensure greater accuracy of judgements against National curriculum level descriptors. The school has satisfactory procedures in place to raise the attainment of boys in reading. Provision is made for magazines, story tapes and science technology books to capture boys' interest successfully. There has been a poetry day, a book week and book fairs. The school library provides an attractive environment for pupils. A great deal of money has been spent in updating books and in installing a new computer system. Effective displays around the school celebrate pupils' achievement in the subject.

126. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
127. Progress since the last inspection has been broadly satisfactory in Key Stage 2. Standards of attainment are average for the age group but are below those in 1997, the year of the last inspection. The decline in 1998 has been arrested. Standards have improved and been maintained in line with national averages and those of similar schools. Pupils' attitudes towards the subject remain positive. Progress and standards have declined over Key Stage 1 but are better over Key Stage 2. Assessment is being developed and this is beginning to have a positive impact on the quality of teaching and learning. Resources and accommodation have been improved and their impact is monitored.
128. The use of homework to contribute to pupils' learning is inconsistent across the school. Those pupils who receive it benefit from careful marking and feedback on their work.

MATHEMATICS

129. Standards in mathematics at the end of Key Stage 1 in 2000 were well below the national average and those of similar schools. Average results are the same for boys and girls. The number of pupils achieving higher levels is low. Unconfirmed results for 2001 show a significant improvement with average standards now in line with national results.

130. Standards at the end of Key Stage 2 in 2000 were in line with the national average. They were in line when compared to similar schools. They were below average when pupils' prior attainment was taken into account. The average results in 2000 show no difference between the attainment of boys and girls at the end of Key Stage 2. Standards at the end of Key Stage 2 show that the overall trend during the previous three years is variable but exceeds the national average. The school has rightly identified the need to raise standards further in mathematics and the present system of target setting, tracking and grouping of pupils is having a positive effect on raising standards.
131. The inspection findings show that attainment is presently in line with the national averages at the end of Year 2 and at the standard expected at the end of Year 6 with an average proportion of high attainment. This is because the school is now target setting for numeracy and teaching has improved.
132. Pupils' work at the end of Key Stage 1 is satisfactory. In Year 1 the majority can recall quickly the numbers that make ten. They understand the operations of addition, subtraction and multiplication. In Year 2 pupils can count correctly to and from 200 in 2s, 3s, 5s, 10s and 20s and can also calculate mentally, problems such as 37 minus 8, using appropriate strategies and explain how they do it. They can recognize right angles from a number of shapes. Higher attaining pupils can calculate unknowns in number problems using division for example, ? divided by 10 = 17. They show a high level of awareness of numbers but their present level of skill is no greater than that expected for their age.
133. Pupils in Year 6 have good skills of calculation and quickly use a good range of strategies to handle number problems when solving and creating number puzzles. In mental number activities, less able pupils can add using multiples of ten; pupils working at a higher level can carry out addition using multiples of ten in thousands. In Year 5, pupils can add and subtract numbers to two decimal places. They do this quickly and accurately. They have a sound knowledge of place value and decimals. They are familiar with symmetry and reflection of geometric shapes and confident when drawing reflected shapes.
134. The quality of teaching is good overall and this has a positive effect on pupils' learning. At present teachers are adhering to the National Numeracy Strategy and are using the higher levels in Key Stage 1 and Key Stage 2 to challenge pupils further. This is especially the case for higher attaining pupils. This results in them consolidating their knowledge as well as extending it and leads to rates of progress being consistent with their abilities. In oral work pupils are effectively challenged. Teachers challenge pupils, for example, when they give examples of estimation, through careful discussion linked to the practical activities they have already undertaken. In both key stages, good questioning skills enable pupils to articulate the thoughts that they have in their heads. For example, pupils in a Year 2 class could easily use number bonds to ten and thereby complete the number calculations they were given. Teachers have a secure knowledge of the subject and give clear explanations of strategies pupils should use in their calculations.
135. Teachers maintain very positive relationships and provide a productive learning environment within which pupils can learn successfully.

136. Time is used effectively especially in the mental mathematics sessions and this contributes to the pupils making good gains in their learning. In mental number sessions, teachers pay good attention to the different attainment of pupils in each class. This provides appropriate challenge for all the pupils. In classes, different worksheets were given to children according to their ability. Teachers use data from assessments to help match the work correctly.
137. Teachers' planning takes sufficient account of what pupils have already learnt and teachers use higher objectives on occasions from the National Numeracy Strategy based upon pupils' prior attainment.
138. Learning objectives are clear, for example, a lesson for the youngest pupils was planned for learning at three different levels of addition: counting on, counting two more and counting numbers to 50. The teaching methods used are good. For example, the use of the board and overhead projector with pupils helps them focus on the significant issues they need to take into account and they are able to demonstrate their mental reasoning well, showing how they have worked things out. Pupils maintain a high level of interest and discipline is well kept. Pupils with special educational needs and those for whom English is an additional language are offered effective individual support and make good progress. Teachers' marking is good and suggests ways to improve. There are sufficient opportunities provided for pupils to use computers to support their learning.
139. Key support staff are well trained and qualified. A good system to chart the progress of pupils following the results of their National Curriculum assessments at age seven through Key Stage 2 has been established. This is beginning to impact on monitoring and target setting across the key stages. It is used diagnostically to identify the needs of groups of pupils of different prior attainment. The National Numeracy Strategy is providing helpful developments such as oral number work. There are booster classes for Year 6 and springboard sessions for Year 5 to help improve levels of numeracy. The school provides an appropriate balance of time allowed for teaching the subject. There is adequate time for the co-ordinator to monitor the pupils' standards and the quality of teaching. Teachers set targets for individual pupil's improvement.
140. In both key stages pupils' learning is good overall. The target setting in each class is having a positive impact on the progress of all pupils. They benefit from sessions of mental number work based on the National Numeracy Strategy because the oral questions challenge pupils at several different levels. The work of the pupils in both key stages shows good rates of achievement because of the good planning and preparation and good teaching. For example, higher attaining pupils in Year 3 progress from completing sums such as multiplying and dividing numbers to 30 to the calculation using two and three digit numbers. Their work is tidy and well presented. In a lesson in Year 5, pupils learnt well the symmetry of shapes in four quadrants and how to calculate decimal numbers to two places. In a similar lesson the Year 6 pupils quickly used their greater knowledge of estimation to calculate the division and multiplication of three digit numbers and arrived at answers easily with good explanations.
141. Pupils in both key stages have good and often very good attitudes towards learning mathematics. They appreciate the efforts of their teachers. Pupils in Key Stage 1 are interested in their work. They concentrate on tasks and work co-operatively when required. Pupils in Key Stage 2 quickly settle to work and most are highly motivated. They often work collaboratively and share ideas with each other in a mature way.

142. Standards have improved this year at the end of Key Stage 1. The school is well placed to raise standards further by using target setting for each year group and effective teaching.
143. The subject is now co-ordinated well and the Numeracy Strategy is established. A change of staff has improved the management of mathematics across the school. Consolidation of strategies for teacher observations and the moderation of work should contribute to raising standards to those expected of a school in this context.
144. Progress since the last inspection has been limited. Standards of attainment at the end of Key Stage 2 are average for the age group, as in the previous inspection. Pupils' attitudes towards the subject remain very positive. The rate of progress over Key Stage 1 has declined but is good over Key Stage 2, the reverse of the last inspection. Assessment and target setting is being developed and this is beginning to have a positive impact on the quality of teaching and learning.
145. Homework is set by some teachers but lacks consistency across the school mainly due to staff changes and a lack of application of the school's policy. Resources are satisfactory and have been improved since the last inspection to accommodate the National Numeracy strategy. Mathematics makes some contributions to pupils' social and moral development in terms of group working and the sharing of ideas.

SCIENCE

146. Standards of attainment in science are broadly the same as the national averages for pupils at age 7 or 11. Since pupils have started with a level of knowledge and understanding that is below that expected, their achievement over their time in school is good.
147. In the formal teacher assessments for 2000, the proportion of pupils, aged 7 years, awarded level 2 or greater, was below the national average, although the proportion awarded level 3 was closer to national average. Attainment in "Life and Living Processes" was higher than in other attainment targets. In comparison with schools admitting pupils from a similar context, the attainment is more in line with national averages. A similar pattern was determined in 1999.
148. The overall attainment in Key Stage 2 National Tests in 2000, was equal to the national average. The percentage of pupils, aged 11 years, gaining level 4 or greater was close to the national average, and close to the average in similar schools. The percentage of pupils with level 5 or greater, was also close to average, both nationally and in similar schools. Girls' attainment was slightly above that of boys. Over the past four years the performance of pupils in the National Tests has remained more or less constant.
149. The work seen in lessons and in the evidence of pupils' writing, confirms a standard of attainment just under expectation at age 7, and securely in line with expectation at age 11. In year 2, pupils have classified animals according to simple features. Most record reliably, on prepared charts, using a mixture of picture and word. Only a few are able to consider the type of features that, for example, allow animals to move or survive in the environment. Literacy standards are still quite weak in many cases, with unclear drawing and writing. In year 6, pupils investigate the properties of materials used for waterproofing. They make predictions based on knowledge of surfaces, and many are clear about the need for a fair test. The depth of knowledge and consideration of experimental reliability is more limited.

150. Progress for the majority of pupils is good in lessons, with many developing their factual knowledge, practising problem solving and gaining the skills of experimental investigation. Boys and girls progress at a similar pace, mainly as a result of very good working relationships between pupils. Pupils with special educational needs and those whose first language is not English make good progress, especially when there is significant adult support.
151. Attitudes towards science are very good. Pupils contribute clearly and articulately to aid discussion, for example, on establishing what might happen in an investigation. Many are able to describe their findings succinctly and make intelligent suggestions for improvement. The ethos of curiosity, determined investigation and purposeful work is a strong feature of science lessons. Pupils collaborate very well together in teams, sharing ideas and apparatus. There is a developing sense of safety awareness. Behaviour is very good with virtually no selfishness or animosity.
152. Teaching overall is good. Two-fifths of the lessons observed during inspection were good, and the majority of the remainder was satisfactory. One lesson was unsatisfactory. Evidence of written work showed good features of marking and planning. Teachers have a secure knowledge, although most are non-specialists. Work is planned well, using the recognised QCA scheme of work. Good variety of theory and practical ensures pupils are kept interested and motivated in their learning. Science is timetabled regularly and given a good allocation of time, although sometimes the pace is pedestrian, and not enough is achieved in the lesson. Work is marked regularly and targets for improvement are clearly set. Expectations are demanding enough for the majority, but some higher attaining pupils are not sufficiently challenged, with the result that their progress is below that possible. Occasional use is made of information and communication technology but opportunities for enhancing the learning are missed. Pupils behave well because teachers are well organised and manage the pupils' learning with expert competence. Learning support assistants, when available, are very helpful in the subject.
153. Science has been managed satisfactorily, despite temporary arrangements being necessary in the last term with staff changes. Schemes of work are firmly in place although they are not yet adapted to the particular character of the school. Assessment is developing well, with regular standard tests, and portfolios of work kept for each pupil. Good use is made of assessment data to identify underachieving pupils and consistency of work. The co-ordinator has begun to observe lessons to monitor teaching but this is not yet rigorous enough to be able to fully identify strengths and areas for improvement. Good support is given to teachers especially to help in the skills of investigation. Resources have been steadily developed so that pupils have a good range of basic science experiments to follow. The environment in classrooms is enhanced attractively with good displays, including pupils' work.
154. Progress since the last inspection has been satisfactory. Standards of attainment are average for the age group, as previously. Pupils' attitudes towards the subject remain very positive. The rate of progress, being satisfactory over Key Stage 1, and better over Key Stage 2, is similar to the last inspection. Good progress has been made with schemes of work, especially avoiding previous problems with repetition of work in different years. Assessment is being developed and this is beginning to have a positive impact on quality of teaching and learning. Resources have been improved, and their value is monitored.
155. During lessons group work and sharing equipment in experiments contributes to pupils' moral and social development. Older pupils link their work in science to environmental

issues and the preservation of finite resources.

ART AND DESIGN

156. By the end of both key stages, when pupils are aged 7 and 11 years, attainment is above that expected from pupils of similar ages. Pupils in both key stages make good progress. Although only one lesson was seen in each key stage, scrutiny of work and discussions with pupils confirm this judgement. The standard of pupils' work has improved since the previous inspection.
157. Pupils develop good skills in using a range of different techniques and media. These include close observational drawing, modelling clay, painting, batik work, weaving and collage. Year 1 pupils look at the different colours associated with each season of the year. They select their own materials to create a picture. They carefully weave strands of coloured materials and talk about the season that is represented. In Year 2, pupils make close observational drawings of fruit. They add effective detail and show a good understanding of how to accurately draw different shapes. Year 6 pupils make 'Containers to Hold their Wishes' out of clay. They show skill at using interesting shapes, colours and patterns. They look at trees in the school grounds and use watercolours and varied painting techniques to successfully reproduce what they see. Pupils in Years 4 and 5 produce eye-catching paintings of large sunflowers. They show skill in batik work to make a colourful fish. They design and make an interesting mask of their own face. Pupils know about the work of well-known artists, including Van Gogh, Matisse and Monet. They appreciate art from other countries, including Aboriginal and Egyptian art.
158. Pupils have good attitudes towards the subject. This is evident in discussion with pupils, in the amount of work that they produce and in the care taken in presentation. No secure judgement can be made about teaching and learning in the subject. However, the two lessons seen were well organised and good resources were provided to stimulate pupils' imagination. There is good provision for extra-curricular activities. There is an art club and a visual art club which are attended by over 25 pupils. The work produced by the visual art club includes an attractive mural in the school library. Pupils have been involved in the Greenwich Millennium Project and in designing a Christmas card for a competition in Kingston.
159. The co-ordinator provides good leadership and regularly monitors the provision for the subject. Assessment procedures are in the early stages of development. The well-displayed artwork around the school celebrates pupils' achievements. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Links to ICT are made through appropriate software packages and enable pupils to practise designs on screen. There are appropriate opportunities to use literacy skills in discussions and explanations of their work.

DESIGN AND TECHNOLOGY

160. Attainment in design and technology is in line with the standard expected of pupils at the end of each key stage. Pupils develop the skills and knowledge according to the guidance in the scheme of work produced by the Qualifications and Curriculum Authority, (QCA). They make satisfactory progress in both key stages including those with special educational needs and for whom English is an additional language.
161. In Year 1 and 2, pupils generate ideas and work with simple materials such as paper and card to make, for example puppets, with simple hinged mechanisms. In later years they progress to considering the properties and uses of materials in the design stage and work with a wider range of cutting and joining techniques. Examples of projects include model dwellings that are constructed from simple structural materials, such as straws. Products are finished in a range of methods. The strength of the structures is tested and is a good link to scientific knowledge and understanding. Some opportunity is taken to work with food materials, linked to examples found in other cultures. A designated area for food preparation is available. Time is given to presentation of work through drawing and display around school. Pupils' attitudes to this subject are good. They enjoy the practical work and share resources well. They are aware of aspects of safety in the use of tools.
162. The quality of teaching is good. Five-sixths of the lessons observed resulted in good learning, and the remaining one was satisfactory. Teachers are aware of the design and make process and the QCA scheme has increased confidence in its delivery. Planning is satisfactory and enables pupils of all abilities to collaborate and achieve well. However, the range of opportunity for a variety of design and construction projects is not yet sufficiently diverse. There is a good, clear policy produced by the co-ordinator to give guidelines and support to colleagues on the developmental process. There is sound co-ordination of the subject with further plans for improvement. Opportunities for whole school in-service training have not yet been available. Resources are satisfactory, with adequate materials and simple tools. Assessment is becoming established including qualitative observation by the co-ordinator and evaluation of finished products linked to problem solving exercises. The use of ICT is limited at present but there are opportunities to apply numeracy skills during design activities. There have been improvements since the last inspection.

GEOGRAPHY

163. The standard of attainment in geography at the end of both key stages is above expectation for pupils of similar age. Pupils make good progress in both key stages, including those with special educational needs and for whom English is an additional language.
164. By the end of Key Stage 1, pupils have gained experience in using maps to locate places in and around their school and the local area. They draw a map of their route to school, noting features of interest on the way. They study the buildings and note different materials used in construction and develop their imaginative skills in designing their home of the future. In their study of a contrasting environment, they make valid comparisons with life in the Mexican village of Tocuaro. They study the seaside and distinguish features of human and physical geography and use a map of the British Isles to locate seaside resorts. They use globes, atlases and maps of different scales to locate places visited on holiday with Barnaby Bear. They share the first-hand knowledge of pupils who have experienced travel to different parts of the world and extend their knowledge and understanding of how climatic and other factors affect

people's lives when choosing suitable clothing for different climatic environments.

165. In Key Stage 2 pupils increase their understanding of map work by studying weather maps and interpreting the symbols used. Pupils in Year 6 develop their cognitive skills in designing mind maps related to coastal environments. Year 5 pupils attend a residential field course on Marchants Hill where they study a range of physical features and how these affect land use. They develop good skills of map work and way-finding in their orientation exercises and correctly identify features on the map and relate them to factors which affect location. They have a sound knowledge and understanding of the water cycle and correctly explain the processes of evaporation and condensation. Year 6 pupils speak confidently about rivers and their importance in economic activity. They correctly define geographical terms associated with rivers such as tributary, meander, river basin and erosion. They consider local environmental issues, such as proposals to close Mansfield Road to through traffic, and establish cross-curricular links by presenting opposing points of views in persuasive writing. Good use is made of the Internet to obtain large-scale maps and aerial photographs of the school area. By the end of the key stage, pupils are familiar with the use of grid references to locate features on a map and have a good understanding of different aspects of geography, including contrasting environments.
166. The pupils have a very positive attitude to the subject and speak with enthusiasm about what they have learnt. They make good progress as they move through the school.
167. There have been significant improvements since the last inspection. There is now a scheme of work based on the QCA suggested schemes, resources, including information technology software, have been increased and planning has improved.
168. The quality of teaching observed was good in both key stages. From the analysis of pupils' work in their textbooks, work on display and through talking to teachers and pupils, it is evident that pupils acquire a good foundation in the subject by the time they leave school at the end of Year 6. Teachers have good knowledge and understanding of the subject and extend the pupils' vocabulary of geographical terms. Their enthusiasm for the subject stimulates the interest of the pupils and they respond accordingly. Residential visits to Marchants Hill and to France provide opportunities for the pupils to appreciate the practical aspects of the subjects. These experiences contribute well to pupils' social, moral and personal development. However, opportunities are missed to extend their work in the subject on these occasions.
169. The subject is soundly managed by an enthusiastic, recently appointed co-ordinator. There is a clear vision for the development of the subject. The Qualifications and Curriculum Authority (QCA) guidelines have been adopted and assessment records of pupils' progress have been introduced, but these are in the early stages of implementation and are not sufficiently developed to guide planning. Areas which could be improved, include greater emphasis on the local environment, by way of surveys and mapping. For example, the shopping centre; better use of the residential visit for geographical study and a portfolio of work; stronger links to statistics; consistency in what is taught in year groups; expanding the use of computer software, and cross-referencing of planning to reflect national curriculum requirements.

HISTORY

170. Standards attained in history at the end of both key stages are above average for pupils of similar age and ability nationally. History remains a high profile foundation subject and staff are enthusiastic in teaching it. Pupils make good progress, including those with special educational needs and for who English is an additional language, in spite of

the increased focus on the National Literacy and Numeracy Strategies.

171. In Key Stage 1, pupils demonstrate a very clear understanding of past and present when comparing seaside holidays in Victorian times with the present. They show a good understanding of the evolution of transport from the horse and cart to modern cars and from the Rocket to modern high-speed trains. In their analysis of artefacts, they appreciate the difference between wash days in the past and the use of a modern washing machine. They make detailed studies of the life of people in the past, for example Florence Nightingale and Mary Seole, and understand the difference between hospitals then and now. They learn about The Great Fire of London, write a diary as if they were a witness to the event and show enthusiasm in answering questions about what they have learnt. Pupils acquire skills of enquiry by finding out about leisure pursuits in the past, using history books and relevant artefacts. They note how things are different now. With the aid of a time line, they develop a sense of chronology by sequencing events and objects.
172. In Key Stage 2, pupils learn about selected periods of the history of Great Britain from Roman times to the present. They use a time line to sequence major events over the period of Viking invasions of Britain, understand the reasons behind the invasions and appreciate the impact of their occupation. They know that an ancient civilisation developed in Egypt and understand that it created a writing system called hieroglyphics. In Year 5, they learn that there are many myths and legends derived from Ancient Greece and they understand that some aspects of our culture derive from Greek civilisation, including the origin of the Olympic games. By the end of the key stage, pupils understand how the monarchy influenced the lives of people in Tudor times and the impact of past decisions on the present. They make detailed studies of the life of Henry VIII and know that the role and power of the monarchy differ considerably from today. They recognise the value of diaries in the reconstruction of events in the past, for example, the diaries of Pepys. Year 6 pupils demonstrate different ways of remembering the past through extended writing. They begin to develop their own research skills to find out more about the Second World War and its impact on the lives of people all over the world.
173. There have been significant improvements since the last inspection. These include the introduction of the QCA scheme of work, increased resources including artefacts, improved planning, improved standards in both key stages and greater use of the Internet to access additional historical material.
174. The teaching of history alternates with geography and as a result only one lesson was seen during the inspection. There is insufficient evidence to make a sound judgement on teaching in the subject. From the analysis of pupils' work in their textbooks, work on display and through talking to teachers and pupils, it is evident that pupils acquire a good foundation in the subject by the time they leave school at the end of Year 6. Teachers have good knowledge and understanding of the subject and work is well planned across year groups. Good use is made of visits to museums and places of historical interest. Year 1 pupils visit Brooklands Museum to extend their knowledge and understanding of the history of transport. In Key Stage 2, pupils visit Hampton Court Palace to study life in Tudor times. The school arranges history days when pupils dress up as historical characters and experience life during the period being celebrated. These educational experiences help pupils to make progress in their learning and contribute positively to the standards attained.
175. The management of the subject is effective. The co-ordinator has a clear vision for the subject and is dedicated to the task. There is a clear policy and a scheme of work

based on the optional Qualification and Curriculum Authority recommendations which help to ensure continuity and progression. Monitoring is done through involvement with planning across year groups but there is, as yet, a lack of opportunity to monitor teaching in order to ensure consistency across the subject and the dissemination of good practice. There are procedures in place for assessing pupils' progress but these are in the early stage of development and have not yet had an influence on planning. There are adequate resources for the delivery of the curriculum and plans for the acquisition of computer software to support the teaching of history. The subject makes an important contribution to the social, moral and cultural development of the pupils in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

176. Standards of attainment are in line with those expected nationally at the end of Key Stages 1 and 2. All pupils achieve as well as they can in relation to their prior achievement, including those with special educational needs and for whom English is an additional language. An effective start has been made in using information and communication technology as an integral part of learning. There is a coherent approach in the planning to provide rigorous opportunities for its use. By Year 6, pupils have experienced elements of the required strands of the subject and have sufficient opportunities to practise what they have learned in other areas of the curriculum.
177. Pupils are able to demonstrate word processing skills that are satisfactory. Most can load, save and retrieve information and use the Internet to seek further information. They describe how they have used particular programs to handle data and how they have used elements of control skills when creating pictures.
178. They also are aware of the uses of information technology in the wider world, such as e-mail and the Internet. Samples of work seen include word processing, data handling, spreadsheets, control and the use of desk top publishing, demonstrating the full breadth of the programmes of study. There was evidence of information technology being taught or used to support other curriculum areas during the period of the inspection for example, history and mathematics.
179. By the end of Key Stage 1 pupils know the function of various keys. They know how to enter, delete and change fonts. In a Year 1 lesson, pupils were asked to explore the use of a word processor to improve their punctuation. They tried to do this, with some degrees of success and most made sound progress, usually when assisted by a more able pupil. In Year 2 the pupils are able to use the mouse to select, drag and drop when creating pictures and when combining text with images.

180. In both key stages pupils have access to computers in each class but they are not used as frequently as one would expect. There is very little work on display to celebrate pupils' achievements.
181. When given the opportunity pupils show an interest in the subject and are very keen to use computers in their learning. Pupils talk enthusiastically about the computer and its uses. They also show a willingness to help each other. The school makes full use of the skills pupils have acquired and the planned activities ensure that pupils are challenged.
182. The teachers' own skills vary and several require further training to teach the whole of the programme of study effectively. While variable, the quality of teaching overall is good. For example, in Year 5 where the teachers successfully introduced the use of a database, pupils were taught how to create a database, to access information from it and produce graphs and charts. In Year 6 teachers use the computer appropriately to support other subjects such as geography where pupils use the Internet to study maps of the local area and use these in their study of local traffic patterns and the effect on the environment. Pupils use the Internet to research information about Victorian England and then to successfully prepare information sheets combining text and images.
183. Coordination is satisfactory. There is some monitoring of planning, classroom practice and pupils' work. The co-ordinator is therefore aware of the standards achieved in the school. Skill progression needs to be identified and linked to ages and stages of development. Planning is satisfactory and has been developed to teach pupils progressive skills that they can then practice and use across the whole curriculum. Resources across the school are very good; there is a central computer resource area and a computer in each classroom. There is a good supply of software, printers, scanners and access to the Internet. The QCA guidance has been adopted. This results in planning overall being satisfactory because teachers have sufficient guidance on how to match tasks to pupils' needs. There have been good improvements in resources and planning since the last inspection.

MUSIC

184. At the end of Key Stages 1 and 2 when pupils are aged 7 and 11 years respectively, attainment is above that expected from pupils of a similar age. The school has been successful in maintaining the standard of pupils' work since the previous inspection. Pupils with special educational needs, more musically able pupils, those with English as an additional language, traveller children and refugees make good progress in relation to their prior attainment.
185. Pupils in both key stages experience a range of activities, which enable them to develop good performing skills. They sing well in assemblies. They show a good knowledge of the words of songs and many pupils sing with an accurate sense of pitch. Pupils are confident performers. For example, in a lesson, Year 6 pupils experimented in groups with different rhythmic patterns. They successfully combined the rhythms to provide an accompaniment to some words that they had written for a song. They performed these to the class with confidence and fluency. Pupils in Year 1 understand how various untuned percussion instruments can be used to create an effect. They write their own short pieces and show skill in using symbols to record their work. Year 2 pupils have good rhythmic ability and are able to combine successfully singing and clapping. They understand the musical terms, dynamics and tempo.

186. Pupils in both key stages have good attitudes towards the subject. They work well together in lessons and listen attentively to music. They are enthusiastic in their response to extra-curricular activities.
187. Teaching and learning is good in both key stages. Lessons are well planned and provide opportunities for pupils to gain skills in performing and composing. For example, in a good Year 5 lesson, pupils combined different sound patterns to produce a short extract, as part of an introduction to the play Macbeth. Good teaching enabled pupils to evaluate what they had produced and to improve their final performance. As a result, pupils made good progress in their learning. Teachers use taped music well to provide a background to work in other subjects, as part of the accelerated learning programme. Good use is made of information and communication technology to extend pupils' learning.
188. The co-ordinator provides good leadership. Assessment procedures, in line with the National Curriculum 2000, are in place. Effective support has been provided for non-specialist teachers by the co-ordinator. This has had a positive impact on maintaining standards. Pupils have performed both in and out of school. They have performed at the Millennium Dome and the Fairfield Halls. Pupils have attended a singing workshop and a local music festival. Over 40 pupils are in the choir. They have sung in the locality and at Epsom and Kingston shopping centres. All pupils have the opportunity to perform in the Christmas musicals. At present, pupils are preparing for a performance of Snow White, involving music and drama. Fifteen pupils receive instrumental lessons provided by peripatetic teachers from Kingston-upon-Thames Music and Arts Trust. The resources are satisfactory, although the school is aware of the need to increase the number of xylophones and glockenspiels. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

189. Two lessons were observed in each key stage which do not provide sufficient evidence to make judgements on pupils' overall levels of attainment and the progress they are making. In Key Stage 1, standards are satisfactory in running and swimming activities and pupils make sound progress during their lessons. Year 1 pupils know the difference between sprinting over a short distance and running longer distances on a track. They repeat their running activities and show some co-ordination and control. They understand that it is important to be active and keep fit. They know that their running will help them to enjoy the activities they can take part in on sports day. Some Year 2 pupils move in water without using safety aids. They can travel along the pool using arms and legs and are beginning to develop some style in their crawl strokes. They can go beneath the surface of the water and control their breathing. Pupils can take part in swimming activities with confidence and understand that safety is important. In Key Stage 2, pupils in Year 5 can sprint 100 metres, work as a team in the relay passing the baton successfully and throw a javelin with satisfactory style and control. They can evaluate each other's performances and make helpful comments for improvement. Pupils in Year 6 pupils can send and receive a ball using their feet. They understand the competitive nature of a ball game and put into practice their knowledge of spacing, attacking and defending. They move with control and a degree of fluency when they are dribbling and passing. The more able pupils have good levels of control and precision when they receive and pass the ball. They play safely and understand the need to warm up and cool down. All pupils, including those with special educational needs, for whom English is an additional language and traveller children, make satisfactory progress.

190. Teaching ranged from satisfactory to very good in the lessons seen. Lessons are well prepared and resources sufficient and appropriate to the activities. In very good lessons instructions are clear, demonstrations contribute to pupils' understanding of what should be improved and the pace is brisk. Teachers are enthusiastic about learning and they transmit these attitudes to their pupils. They vary the lesson's activities and ensure that there is full participation by all pupils throughout the lesson. Pupils respond appropriately, work hard and persevere in their attempts to improve. They make progress because they are given sufficient time to practise and refine their skills. They know how well they are performing and set themselves further targets to improve. This was the case in athletics when two boys chose to rerun the 400 metres distance.
191. Pupils' behaviour is always good and is sometimes very good. They work well together, for example when they decide which position to take in a small game of football. They take responsibility for themselves and show respect for other people's input, for example, when they run a relay race. They include everyone in activities and this was clearly demonstrated when a small number of girls were readily accepted as part of the football team.
192. The subject is very well co-ordinated and much time and effort have been put into ensuring that the subject receives a high profile and teachers are supported in their lessons to deliver well-planned and wide-ranging experiences for the pupils. Planning follows the QCA scheme and has been improved this year. Top Sport training has been organised for the benefit of non-specialist teachers and this has enabled all staff to aim for high standards of performance and behaviour. Assessment procedures have been introduced to enable teachers and pupils to track progress and identify weaknesses. Targets are used effectively to encourage effort and are used well as a behaviour management strategy for older boys. There has been skilful management of the timetable to ensure pupils receive their entitlement, although curriculum balance is less secure in the summer term because the school rightly maximises the use of the swimming pool for the benefit of all pupils. The school deploys resources very well to ensure that swimming is part of all pupils' experience and there are wider benefits to their development, for example, building confidence, becoming independent and becoming safe in a relatively dangerous environment. In addition, after-school clubs for football, rugby, netball, hockey, athletics, and judo augment the curriculum offered in school time. An annual Sports Day combines whole-school participation in a range of team activities followed by a more conventional athletics event, which enables the more able athletes to compete as individuals. This combination of approaches is a good feature. The facilities are very good and the school benefits from a large playing field, two halls, outdoor adventure equipment for the younger pupils and a well maintained swimming pool. Resources are good quality and enable teachers to plan interesting and varied experiences for all pupils. The co-ordinator is aware that standards are affected by some teachers' lack of subject knowledge, and changes of teacher during the past two years.

193. There have been improvements in the management of the subject since the last inspection and the emphasis on all pupils' needs being catered for, in a spirit of mutual co-operation, is a noteworthy. The subject makes a significant contribution to pupils' personal, social and emotional development. During the year older pupils have contributed to the school's success in football, netball and swimming competitions.

RELIGIOUS EDUCATION

194. Improvement in the subject since the last inspection is unsatisfactory, with key issues only recently starting to be addressed.
195. By the end of Key Stage 1 pupils reach standards which are in line with the expectations of the Locally Agreed Syllabus. Judgements are based on lesson observations and an analysis of pupils' past work. At the end of Key Stage 2, standards are below those expected, and show a decline since the last inspection. Reasons for this are a lack of consistency and continuity in planning, a lack of permanent teachers in some classes, and religious education not always being given its full time allocation week by week.
196. Pupils in Key Stage 1 make satisfactory progress. They know some bible stories, such as the Lost Sheep, the Good Samaritan, Jonah and the Whale and Noah's Ark. They consider places and friends that are special to them, relating these to places of worship and religious teachers such as Moses and Jesus. They know about the birth and death of Jesus and how these are celebrated today. They look at how Jewish people celebrate Shabbat and Passover.
197. Progress in Key Stage 2 is unsatisfactory. Pupils find out about different world faiths and how they affect people's lives, but until very recently these studies have lacked sufficient depth. Pupils have learnt some basic facts from these faiths but have not had sufficient opportunities to fully consider and compare aspects such as symbolism, religious buildings, initiation rites, festivals and literature. With the recent introduction of an overview for the subject pupils are starting to make better progress. For example, in Year 5 pupils are looking more closely at Islam, finding out about its origins and practices.. In Year 6 pupils are studying the life of Gautama, his search for enlightenment and the subsequent teachings of Buddhism. There are insufficient opportunities for pupils to carry out their own research and develop skills of independent learning.
198. Teaching and learning in religious education are satisfactory. No unsatisfactory lessons were seen and, of the five lessons observed, one was judged to be good. Lessons are generally soundly planned with clear learning objectives. The introduction to lessons generally recaps on previous learning; questioning is satisfactory and shows that this learning has been effective. For example, in Year 5 pupils recalled many facts about Islam when studying the life of Mohammed. Although some topics are now being covered in greater depth, too long is being spent on some aspects. For example, Year 4 pupils spend three weeks studying the miracles of Jesus, learning about his power over nature, illness and death. Lessons are more effective when activities are matched to the abilities of all pupils. This was apparent in a good Year 6 lesson on Buddhism, where pupils worked in literacy groups and a range of challenging activities was provided, enabling all pupils, including those with special educational needs, to make good progress. Some activities are not sufficiently challenging and involve pupils copying writing from worksheets, filling in missing words from a given list. Where pupils have opportunities to link learning with their own experiences, it is more effective. For instance, Year 2 pupils were making their own Torah scrolls, writing their own rules

for life, and Year 6 pupils linked the Buddhist Eightfold Path with their lives today. From an analysis of pupils' past work, it is evident that teachers do not always plan sufficiently together, and therefore learning is not consistent across year groups, with differences in the content of work covered and the quality of work produced. Where work is marked well there are useful comments linked to the learning objective. There is a satisfactory use of literacy skills and information and communication technology is starting to be used to access subject information from the Internet.

199. Pupils behave well in lessons in spite of some undemanding teaching. In all of the lessons observed, pupils displayed positive behaviour and attitudes, which clearly had a positive impact on their learning. They work productively in groups and in pairs, discussing and sharing their ideas.
200. Co-ordination of the subject is unsatisfactory. An overview of the subject has only recently been introduced, although religious education was a key issue from the last inspection. This sets out areas to be covered in each year, but these areas are not yet referenced to the teaching suggestions of the Locally Agreed Syllabus or the national scheme that supports this syllabus, to provide clear guidance for teachers. Although planned, there has been no monitoring of the subject with a view to improving the quality of teaching and learning and of raising standards. There are adequate resources for the subject, including artefacts, photo packs and children's reference books, which are readily accessible. However, there is little evidence of these being used in displays as a stimulus to pupils' learning. There are few books in the library representing aspects of different world faiths. However, funds have been allocated to improve this. Little use is currently being made of visits to different places of worship to enhance learning. Christian visitors take lessons in school. These are well prepared, but do need to fit in with the curricular needs of the school. The impact on pupils' spiritual and cultural development is minimal but is satisfactory regarding their social and moral development.