

INSPECTION REPORT

ST MARY'S C E PRIMARY SCHOOL

Putney

LEA area: London Borough of Wandsworth

Unique reference number: 101046

Headteacher: Rev. T.J.E. Marwood

Reporting inspector: Robert B. Bonner
25384

Dates of inspection: 26 – 29 March 2001

Inspection number: 192322

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Felsham Road Putney London
Postcode:	SW15 1 BA
Telephone number:	020 8788 9591
Fax number:	020 8789 9508
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Sharon Urwin
Date of previous inspection:	24 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25384	Robert B. Bonner	Registered inspector	<p>Areas of learning for children in the foundation stage</p> <p>Science</p> <p>Design and Technology</p> <p>Information and Communication Technology</p>	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9334	Jenny Mynett	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
15023	Ali Haouas	Team inspector	<p>English</p> <p>History</p> <p>Modern Foreign Languages</p> <p>Music</p> <p>English as an additional language</p> <p>Equal Opportunities</p>	<p>How good are the curricular and other opportunities offered to pupils? Personal Development</p>
8056	Howard Probert	Team inspector	<p>Mathematics</p> <p>Art</p> <p>Geography</p> <p>Physical Education</p> <p>Special Educational Needs</p>	<p>How good are the curricular and other opportunities offered to pupils? Learning Opportunities</p>

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Church of England Primary School is situated in Putney in the London Borough of Wandsworth. The school is about the same size as other primary schools nationally and is similar to the time of the last inspection. Currently 208 pupils between the ages of four and 11 attend: 90 boys and 118 girls. Twelve pupils (6 per cent) are entitled to free school meals, which is below the national average. There are 33 pupils (16 per cent) on the special educational needs' register, which is below the national average. There is one pupil who has a statement of need. Pupils who attend the school come from a very wide range of ethnic and cultural backgrounds. There are 14 pupils, (7 per cent) who speak English as an additional language. This is high in relation to the national average. The variety of language experience is wide, although most speak English fluently. Children start in the reception class in the autumn term of the year in which they are five, most having had some form of pre-school education. When the children enter the school, a wide range of attainment is represented but it is above that expected of children of their age. At the time of the inspection, there were 30 children in the reception class who were under the age of six. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is a very good school. The headteacher provides strong, effective leadership and management, and is well supported by the deputy headteacher, the staff, and the governing body. The quality of teaching is good. Standards at the end of Key Stage 1 are above average in mathematics and science, and well above average in English. At the end of Key Stage 2, standards are above average in all three subjects. The school is effective and provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average.
- The school is very well led and managed, and is well supported by staff and governors.
- Teaching is good and pupils achieve well.
- The attitudes, personal development and relationships of the pupils are very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The welfare of all pupils is a high priority; they are very well cared for.
- The school works very closely with parents.

What could be improved

- Opportunities for pupils to communicate by e-mail.
- The punctuality of pupils at school in the morning.
- Further opportunities for co-ordinators to monitor their subjects.
- The way time is used in the physical education curriculum.
- The amount of the accommodation.

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

The school has no significant weaknesses. The issues listed above are less important weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in February 1997. Weaknesses in teaching identified in the previous inspection have been dealt with effectively and there have been significant improvements. The quality of teaching for the children in the reception class, which was unsatisfactory, is now very good. The staff in this class have made significant improvements to the quality of education that the children receive. Pupils in Key Stage 1 are provided with a manageable range of activities that engage their interest. The teaching of information and communications technology (ICT), music and art are now good. The process of assessing the quality of teaching and learning by the headteacher, deputy headteacher and key subject co-ordinators has had a positive impact. The work that is planned for all subjects provides a secure structure for pupils' educational development. There have been some improvements to the building, but some of the classrooms are still too small. Procedures for assessing and monitoring pupils' attainment and progress have been improved, and these are now very good. The curriculum co-ordinators are influential in their roles but require further time

to monitor standards and pupils' progress. Standards have risen in art and design, history and music at both key stages and in writing and ICT at Key Stage 2. There have also been improvements in the provision for pupils' spiritual, moral, social and cultural development.

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	A	A	B	D
Mathematics	A*	A	C	D
Science	A	A	B	C

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

The table above indicates standards in the national tests in 2000 for 11 year-olds were above the national average in English and science, and those in mathematics were average. In comparison with similar schools, standards were average in science, but below average in English and mathematics. The standards were lower than in previous years due to the high number of pupils (30 per cent) with special educational needs. There had been significant mobility in this group, with only 13 of the original 28 pupils that took the national tests when they were seven in 1996 completing the tests in 2000. Taking the three years 1998 to 2000, the performance of pupils in English, mathematics and science was well above the national average. The trend in the school's average National Curriculum points (where pupils' attainment at all levels is taken into account) for all core subjects was in line with the national trend.

The findings of the current inspection are that the standards of pupils in Year 2 are above average in mathematics and science, and well above average in English. The standards of pupils in Year 6 are above average in all three subjects. The school has set very challenging targets for 2001 but has made good progress in achieving them. Pupils' attainment at seven and 11 in information and communications technology and physical education is average. In art and design, geography, history and music standards are above average. Standards in design and technology achieved by pupils in Year 2 are average, it was not possible to make a judgement on standards in Year 6 due to lack of evidence. All pupils achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen and eager to come to school. They have positive attitudes to their work and are very enthusiastic about all aspects of school life.
Behaviour, in and out of classrooms	Pupils behave very well in and around school. They understand rules and show respect for people and property.
Personal development and relationships	Relationships are very good. Pupils form constructive relationships with one another and with adults. There are many good opportunities for pupils to take responsibility, use their initiative, and develop independence.
Attendance	Attendance levels in the school are very good. However, punctuality is a

	problem.
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TEACHING AND LEARNING

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

In all lessons teaching is satisfactory or better, in 88 per cent of lessons it is good or better, in 48 per cent it is very good or better and in 10 per cent it is excellent. This is a significant improvement since the last inspection when 14 per cent of lessons were judged to be less than satisfactory, and the percentage of good and very good teaching was much lower.

Teachers manage the pupils very well and have high expectations of their effort and work. In response pupils have very positive attitudes and try hard. The pupils and staff have very good relationships with one another and these add significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder. Pupils have very good attitudes to their work and achieve well. The teaching of English, including literacy, and mathematics, including numeracy, is good. Teaching for pupils with special educational needs, and those who speak English as an additional language, is also good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good for pupils of all ages and abilities throughout the school. The strategies for literacy and numeracy are very good. Provision for pupils' personal, social and health education is good, and for extra-curricular activities it is very good. The school has good links with the local community and works well with its partner institutions.
Provision for pupils with special educational needs	Good. Inclusion is fundamental to the aims and values of the school. Pupils make good progress towards the targets set within their individual education plans.
Provision for pupils with English as an additional language	Good. The pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good. The school operates as a caring community with a Christian ethos and aims to provide experiences which encourage pupils to appreciate cultural diversity, act responsibly and value each other's contributions.
How well the school cares for its pupils	The school takes very good care of its pupils and provides them with good welfare, health and safety. Support and guidance are effective, and there are very good procedures for promoting discipline. Procedures for assessing pupils' attainment and monitoring their progress are very good.

There is a very good partnership with parents, which is a strength in supporting pupils' learning. The quality of information provided for parents is very comprehensive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher with the effective support of the deputy headteacher. The work of subject coordinators has had a positive impact on the quality of the curriculum and the raising of standards, though they need more opportunities to monitor standards pupils achieve in subjects other than English and mathematics.
How well the governors fulfil their responsibilities	The governing body contributes well to the effective running of the school. Governors take their responsibilities seriously and are committed to providing the best possible education for all the pupils. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school and where it needs to develop.
The school's evaluation of its performance	The headteacher and key members of staff effectively assess the performance of teachers and provide relevant feedback and training opportunities. All information relating to pupils' attainment is analysed: targets are set for improvement and progress towards them is monitored.
The strategic use of resources	Educational priorities are very well supported through the school's financial planning. Spending is targeted to agreed priorities, especially the raising of standards. The governors have a good understanding of the principles of best value.

The school has a satisfactory number of teaching and support staff. Resources are good. Issues relating to the size of some classrooms are still outstanding.

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 enjoy going to school. • Their children are making good progress. • Staff are approachable and parents are comfortable airing their concerns. • The school expects their children to work hard. • The school is helping their children to become mature. • The quality of teaching. • The leadership and management of the school. 	<ul style="list-style-type: none"> • The provision of activities outside lessons.

The inspection team strongly endorses the positive views of parents. However, the team does not support the parents' views on the provision of activities outside lessons, which it judges to be very good. For example, pupils participate in a wide range of sporting and musical activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

National curriculum test results, trends and targets

1. Pupils' results in the 2000 national tests for seven-year-olds were above the national average at the expected level (Level 2 and above) in writing and mathematics, and well above the national average in reading. The percentage of pupils achieving at the higher level, (Level 3) in reading, writing and mathematics was well above the national average. In the teacher assessments for science standards were very high. Looking at the average points score (where pupils' attainment at all levels is taken into account), results in reading and mathematics were well above the national average and those in writing were very high, and in the top five per cent of results nationally.
2. Compared with similar schools' results, the school's performance was above average in mathematics and well above average in reading and writing.
3. Taking the three years 1998 to 2000 the performance of pupils has significantly exceeded the national average in all three subjects.
4. Inspection evidence indicates that pupils in Year 2 are achieving standards that are at least above the national average in mathematics and science and well above the national average in reading and writing.
5. Pupils' results in the 2000 national tests for 11 year-olds were close to the national average at the expected level (Level 4 and above) in mathematics, and above the national average in English and science. The percentage of pupils achieving at the higher level, (Level 5) in English, mathematics and science was above the national average. Looking at the average points score (where pupils' attainment at all levels is taken into account), results in mathematics were close to the national average and in English and science they were above the national average.
6. The standards were lower than in previous years due to the high number of pupils (30 per cent) with special educational needs. There had been significant mobility in this group with only 13 of the original 28 pupils that took the tests when they were in Year 2 completing tests in Year 6.
7. Compared with similar schools' results, the school's performance was close to the average in science, but below average in English and mathematics. The results of all three subjects taken together were below the average.
8. Taking the three years 1998 to 2000 the performance of pupils in English, mathematics and science exceeded the national average. The trend in the school's average National Curriculum points (where pupils' attainment at all levels is taken into account) for all core subjects was broadly in line with the national trend.
9. The inspection's findings, which are discussed below, are that pupil's attainments in English, mathematics and science in Year 6 are above the national average. The school has set very challenging targets for 2001 but has made good progress in achieving them.

The findings of the inspection

10. When the children enter the school a wide range of attainment is represented but it is above that normally expected of children of their age. They make very good progress in the reception class and by the age of six the significant majority are exceeding the standards expected and are working in the lower stages of the National Curriculum.

11. In English, the standards being achieved by pupils in Year 2 are well above average and in Year 6 they are above average. By the age of seven, pupils listen and speak confidently in a wide range of contexts. They read with fluency, accuracy and good expression. They write in sentences, using full stops and capital letters. High attaining pupils write well-organised, extended and imaginative pieces with good standards of spelling. Pupils apply their knowledge of punctuation when they write for a range of purposes. By the age of eleven, pupils speak confidently and express a point of view. In discussions, they listen carefully to the contributions of others and ask questions. Pupils' reading and research skills are very well developed. Pupils' writing is imaginative and varied, showing a good grasp of paragraphing and structure. Standards in spelling and handwriting are good.
12. In mathematics, standards are above average at the end of both key stages. By the age of seven, pupils recall addition and subtraction facts to 10 and have a good understanding of the value of numbers up to and beyond a hundred. They describe flat shapes using their properties, sort and identify solid shapes and recognise angles of a turn. They collect information and display it in charts and on graphs and explain their findings. By the age of 11, pupils use skills of addition, subtraction, division and multiplication to solve problems. They convert fractions to decimals and calculate fractions of given numbers. Pupils accurately construct flat shapes with compasses using their knowledge of the shapes' properties to help them. They collect data and display it in the form of block graphs and pie charts.
13. In science, standards are above average at the end of both key stages. By the age of seven, pupils conduct experiments, draw conclusions and record their observations accurately. They recognise that living things grow and reproduce. They make bulbs and buzzers work by creating a circuit. By the age of 11, pupils plan and undertake experiments identifying key factors to be considered when making a test fair. They know the names and functions of the major organs in the body and the properties of various types of materials. Pupils understand that some changes are reversible whilst others are not and identify the range of forces acting on stationary and moving objects.
14. In information and communications technology (ICT), standards are broadly in line with expectations in both key stages. This is an improvement since the last inspection. By the age of seven pupils enter, save and retrieve their work. When word processing they use the shift, delete keys and the space bar efficiently. The pupils enter a series of commands to guide a screen turtle around a maze describing what they think will happen. By the age of 11, pupils combine pictures and text, for example, in the form of leaflets, demonstrating an awareness of the audience for which is intended. They present information on spreadsheets and graphs, draw shapes using a control program and access information from the Internet. There have been limited opportunities for pupils to exchange information and ideas with others via e-mail.
15. Pupils' attainment in physical education at the end of both key stages and in design and technology at the end of Key Stage 1 are in line with those expected. In art and design, geography, history and music standards are above those expected. It was not possible to make a judgement on standards in design and technology at the end of Key Stage 2. Since the last inspection standards have improved in art and design, history and music at both key stages. They have been maintained in geography in both key stages and in design and technology at Key Stage 1.
16. Pupils with special educational needs, those identified as gifted and those who speak English as an additional language are well supported in their learning and make good progress against their prior attainment.

Pupils' attitudes, values and personal development

17. Pupils demonstrate very positive attitudes to school and to their learning. These high standards have been maintained since the last inspection. Pupils enjoy school. They are highly motivated, enthusiastic, and eager to contribute and participate both in lessons and other activities in and around school. Parents are particularly pleased by the way the school encourages pupils to work hard and achieve their best, and helps their children to become mature and responsible.
18. Children under five in the reception class show a very confident and mature approach both to work

and in their relationships with each other. They listen attentively and concentrate well, often for extended periods. The children are beginning to develop good social skills and explore new learning opportunities as they engage in their tasks and activities. They work and play very well together, happily sharing their resources.

19. The standards of behaviour in and around the school are very good. All the parents who responded to the questionnaire commented favourably on pupils' behaviour. The school has an orderly atmosphere and pupils are well aware of the school's rules and ways of going on. Pupils respond positively to the reward system, which they find motivates them to do well. Pupils are very friendly; they are happy to talk about what they are doing and very willing to show their work to visitors. There is an absence of oppressive behaviour, and a high degree of racial harmony exists between pupils. There have been no pupils excluded from the school during the past year.
20. Relationships in the school are very good, both between staff and pupils, and amongst the pupils themselves. The school works hard to promote tolerance and kindness and ensure pupils do not feel excluded. Pupils with special educational needs and those with English as an additional language are particularly well-integrated into school activities. All pupils mix well across ethnic and gender lines at work and play and enjoy positive relationships throughout the school. This harmonious atmosphere promotes a good working environment and makes a positive impact on learning. In a geography lesson, for example, pupils were observed working co-operatively with their map work.
21. The personal, social and health education programme identifies many opportunities for pupils to talk about important issues. This promotes a good moral code, enabling pupils to share their views and feelings, values and beliefs. This was very evident in the Lenten promises pupils had written. The care and encouragement shown by pupils for those with special educational needs and those with English as an additional language are excellent. The clear Christian aims and ethos of the school promote value and respect for each other, and are reinforced by the good role models of the staff.
22. Opportunities to develop pupils' personal development are good. Strategies have been developed to offer pupils more choice and the chance to take responsibility for their own learning. In the reception class, pupils are given a choice of activities, which help them to explore a variety of different resources and materials as well as helping to develop their initiative. Pupils willingly undertake roles of responsibility around the school. Pupils take turns to act as class monitors, whilst in Year 6 pupils have wider responsibilities. They help with the chairs and music in assemblies, have shared reading partners in the reception class, and help out during wet lunch and play times. Some Year 6 pupils are currently investigating the procedures necessary to establish a school council, designed to provide a valuable opportunity for pupils to air their views and become involved in decision-making processes of the school.
23. Attendance levels in the school are good. The attendance figure of 95.8 per cent for the last academic year was well above the national average with few unauthorised absences. However, punctuality is a problem. The school starts at 9.00, and although many pupils live locally, a large number of parents regularly bring their children to school late in the mornings. They often arrive just after the other pupils have gone into school or significantly later. Lateness at the start of the day often causes disruption to the registration period and the first lesson. Attendance and punctuality are well monitored by the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. Overall the quality of teaching and learning in the school is good. Teaching is very good in the Foundation Stage and in Key Stage 1 and it is good in Key Stage 2. In all lessons teaching is satisfactory or better, in 88 per cent of lessons it is good or better, in 48 per cent it is very good or better and in 10 per cent it is excellent. This is a significant improvement since the last inspection when 14 per cent of lessons were judged to be less than satisfactory and the percentage of good and very good teaching was much lower.
25. Weaknesses in teaching identified in the previous inspection have been tackled effectively and there have been significant improvements. The quality of teaching for the children in the reception

class, which was unsatisfactory, is now very good. The staff in this class have made significant improvements to the quality of education that the children receive. Weaknesses relating to planning have been tackled effectively and the curriculum provided for these children is very good. Pupils in Key Stage 1 are provided with a manageable range of activities that engage their interest. Teachers have very high expectations and effectively monitor the progress that these pupils make. Teachers have worked very hard to improve their subject knowledge in ICT, music and art; it is now at least satisfactory. All staff are undertaking computer training and they also attend courses to support their professional development. The process of monitoring and evaluating teaching and learning that has been undertaken by the headteacher, deputy headteacher and key subject co-ordinators has also had a positive impact on the quality of teaching, as has the commitment of the teachers to improve.

26. The very good and excellent teaching is characterised by lessons that are thoroughly planned and focused, and conducted at a brisk pace so that full use is made of the time available to move pupils' learning on quickly. In an excellent literacy lesson in a Year 1 class, for example, the teacher displayed very good subject knowledge, questioned the pupils effectively, made very good use of materials to illustrate teaching points, and set time targets to ensure that no time was wasted. As a result pupils were highly motivated and made excellent gains in their learning. Very good teacher knowledge combined with challenge and high expectations enabled pupils in a music lesson in a Year 4 class to make excellent progress in composing pieces of music in a major and minor key.
27. Minor weaknesses that occur in lessons that are nevertheless satisfactory or better relate to the pace of the lesson. Generally, teachers achieve an appropriate balance between their input, what the pupils are asked to do and a rounding-off session. But sometimes, pupils are kept on the carpet too long for an initial session. This makes the pupils restless, especially if they are young, and it shortens the time for activities which then lose their importance, or it leaves insufficient time for a fruitful final session. On other occasions the introduction to the lesson lacks pace and does not sufficiently gain the pupils' attention.
28. The teaching and learning in English and literacy in English lessons is good. Class teachers have a good understanding of all aspects of the literacy strategy and they are confident in teaching the basic skills in all aspects of reading and writing. Planning for the Literacy Hour is effective and has been implemented well. Teachers have high expectations of their pupils and provide work that is well matched to all pupils' needs and interests. Effective use of questions enables pupils to consolidate knowledge and extend their learning.
29. The teaching and learning in mathematics and numeracy in mathematics lessons is good. Teachers have embraced the structure of the National Numeracy Strategy well in their planning. Learning intentions for each lesson are clearly defined in the planning and shared with pupils. Teachers question pupils well to check understanding and develop thinking. They present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own abilities. Teachers manage children and resources efficiently and the learning support assistants give effective support.
30. The teaching and learning in science is good. Teachers plan well and provide a very good range of activities that promote the development of pupils' skills of investigation. Pupils work with considerable interest and concentration and learn well. Teachers often question very well, effectively assessing their understanding, and challenging pupils' thinking. But sometimes the questions are focused on a small number of pupils and the understanding of the whole class is not effectively assessed. The pace of lessons is often good but sometimes the introduction is too long and pupils become impatient.
31. Teaching and learning are very good for the children in the reception class, and for pupils in English, art and design and design and technology in Key Stage 1. They are good in all other subjects at both key stages
32. The teaching of pupils with special educational needs is good. Class teachers know their pupils and their difficulties well and are very patient and caring. They plan work according to the

underlying abilities of their pupils and address aspects identified in their individual education plans. Teachers and learning support assistants are careful to ensure pupils with special educational needs are fully involved in class activities, actively promoting and planning for this. Classroom assistants are well deployed to support groups and individuals in class and are effective in their work. In a mathematics lesson in Year 3, for example, pupils were well supported as they used cubes to calculate fractions of whole numbers. In order to raise standards further pupils with special educational needs and higher attaining pupils are withdrawn from class for some literacy and numeracy lessons and are taught by the subject co-ordinators. This provision contributes significantly to the standards that these pupils achieve.

33. The teaching of pupils who speak English as an additional language (EAL) is good. These pupils are well supported in class and included in all activities. Work is often tailored to meet their needs and support staff are allocated to individuals and groups in class lessons to ensure that they understand what to do. At other times teachers and learning support workers monitor these pupils carefully and intervene effectively when help is required. For example, during a mathematics lesson in the reception class, the support assistant was very patient as she helped a child to identify different coins and calculate change she would receive after purchasing an item from a shop.
34. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and subject-specific language to develop pupils' knowledge of each subject. In a science lesson in a Year 6 class, for example, pupils developed an understanding of the terms 'permeable', 'impermeable', 'transparent' and 'translucent' as they sought to use their knowledge of the properties of materials to separate mixtures. By the end of the lesson, most were clear about these terms, what they meant and how they could use the properties of the materials to separate them.
35. Planning is good. It clearly indicates what has gone before and builds upon previous learning well. Work is carefully planned to meet the individual needs of the pupils, with both the lower-attaining and higher-attaining pupils being given good support in their tasks. Teachers identify learning objectives and share these with pupils. Planning identifies the skills to be taught and targets to be used to assess pupils' acquisition of these skills and learning. The teachers evaluate their lessons well and use this information effectively to plan their future work.
36. The management of the pupils throughout the school is very good and pupils behave very well. Very good routines are set and clearly understood by all. Teachers have very high expectations and as a result pupils work hard in a busy, interested and highly motivated manner. The management of pupils is consistently developed throughout the school with the very good behaviour being a reflection of the very good relationships within the school. The pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder.
37. Time and resources are used effectively to keep all the pupils on task. Lessons generally move along at a brisk pace while providing time for pupils to consolidate their work and think about the tasks that have been set. Resources are used well to support learning in the classrooms. Teachers provide a good range of opportunities for pupils to select the equipment and materials they need to complete a task and thereby promote independence. In a science lesson in Year 2, for example, pupils selected the equipment they needed to build an electrical circuit. In this lesson pupils displayed very good attitudes and even when they found the task difficult they worked with great effort and considerable perseverance. Learning support assistants are used effectively to support pupils' learning in the classrooms.
38. The teachers monitor the pupils' work well in the class giving encouragement and advice, as needed. In the very good lessons, the teachers thoroughly assess the pupils' knowledge and understanding at the outset and then assess what they have learnt at the end of the lesson. In these lessons teachers question pupils very well to gain insights into their levels of understanding and to challenge their thinking. Teachers mark pupils' work well, supporting them in their achievements and showing how they might improve their work. Teachers accurately record pupils' attainment and progress in all subjects and use this information to inform future work. This is a very good feature of their work.

39. Pupils throughout the school are keen and interested in their lessons and this has a positive effect on their learning. They are very enthusiastic learners who enjoy coming to school where they are stimulated by exciting and challenging lessons. Pupils are well motivated by the very good relationships they have with their teachers and peers and have very positive attitudes to their learning. All try hard and this is evident throughout the school, from the youngest children in the Reception class to the oldest pupils in Year 6. Pupils enjoy all lessons although they report that they have particular favourites. Staff give very good support and encouragement in lessons where pupils find the work hard. Pupils of all attainment levels demonstrate very good levels of independence in their work and concentrate very well on the tasks set for them. This contributes significantly to the progress that pupils make in their learning.

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

Learning Opportunities

40. The curriculum provided for the children in the reception class is very good. It is very well planned and managed and provides effective transition from the Foundation Stage to the National Curriculum. The curriculum for pupils in Key Stages 1 and 2 is broad and balanced and meets statutory requirements. The school provides a good range and quality of experiences for both the high attaining pupils, those with special educational needs and those who speak English as an additional language. The school has identified three gifted pupils and is in the process of ensuring that their intellectual and social needs are being met. All subjects have policies and schemes of work that are based on the national subject guidance. These schemes and related planning are an improvement since the last inspection, as is the coverage of art, information and communications technology and physical education. The amount of time within the school day allocated to physical education is sufficient to allow the coverage of the programmes of study in physical education. However, it does not allow enough time to develop fully the skills in games, gymnastics, swimming and dance. The school makes strenuous efforts to supplement the lesson programmes by providing activities during the lunch and after-school periods. For example, netball and cricket activities at lunchtime and cricket coaching at the end of the school day and the participation in inter-school sports and cross country events.
41. Curriculum planning has improved since the last inspection. All subjects have clear guidelines and schemes of work to support teachers' lesson planning and assessment of pupils' progress. The school has worked hard to revise these schemes and drawn heavily on the latest guidance from the Qualifications and Curriculum Authority (QCA) to incorporate the most up-to-date practice in each subject. This guidance has been well adapted to suit the particular circumstances of the school. The school has successfully introduced the national strategies for literacy and numeracy.
42. The National Literacy and Numeracy Strategies have been adapted very well to suit the pupils' needs as in the additional 'booster' sessions to raise the standard of both higher and lower attaining pupils. Targets for literacy and numeracy are most common and they are reviewed on a regular basis. As a result of these reviews pupils are moved to a higher or lower level of support. The school provides effectively for the personal and social education of the pupils. In addition to well-designed policies on drugs education, health and sex education, in 2000 the school introduced its citizenship policy. These policies are well matched not only to national policies but they also relate well to the aims of the school.
43. Individual education plans for pupils with special educational needs are effective and include targets, which are well focused and measurable. The school takes particular care to ensure that the needs of pupils with special educational needs are met. The school makes good provision for the teaching of French for pupils in Key Stage 2.
44. The curriculum is socially inclusive and all pupils have equality of access. For example, during the inspection girls were observed learning cricket skills with boys and future planned activities

include dance courses for all, and football for girls. An extension of this inclusive approach is the positive attitudes of both staff and pupils to the partial integration of a pupil from a neighbouring special school. All pupils have access to the full curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in all the activities on offer with single sex provision where appropriate. The school responds sensitively to the needs of pupils from different backgrounds and faiths and respects all minority cultural traditions. This is demonstrated in the way the school responds to pupils who are fasting or those from an African Pentecostal faith tradition.

45. The school provides a very good range of activities outside the school day. For example, pupils participate in the Putney Primary Schools' Association and a wide range of other activities including athletics, cricket, football, rounders, swimming and cross-country races. Other activities include violin and piano lessons, choir, drama, library club and Irish dancing. There is also a residential visit to Sayer's Croft for Year 6 pupils. As part of curriculum planning all classes are provided with opportunities to visit places of interest relevant to their studies in school. For example, Year 3 visited the Polka Theatre; Year 1 visited Wandsworth Museum and Year R visited Horton Park Farm. These visits have a good effect upon the quality of the studies made in the classroom.
46. The local community makes a good contribution to learning. The school has particularly strong links with the Parish of St Mary the Virgin with All Saints, Putney. This is promoted through the use of the church buildings for special services and as a resource for learning. There are visits from the local arts theatre and music groups, and close contact with the local library and librarian. Members of the fire brigade and police and the local dog handler visit the school to talk to pupils, and talk about their work. Elderly residents from the Sunshine Club visit the school when pupils are putting on plays and other performances. These contacts help to enrich the curriculum and makes pupils aware of the wider world.
47. The school has very good and constructive relations with partner institutions. These include other local primary schools for joint meetings and in-service training. Good curriculum links have been established with Our Lady of Victories, which has 'Beacon School' status. St Mary's is a leading member of the Putney Primary Sports' Association and competes with other local schools in a number of sporting activities. A very close link has been forged with Greemead School - a special school for pupils with physical disabilities. Year 5 pupils visit for literacy lessons and there are joint sports days. Currently a pupil from Greemead is on secondment in the reception class. These links help to foster an awareness of others less fortunate than themselves. Links with secondary schools are more difficult as pupils transfer to a large number of schools. The school has worked hard to encourage a close contact with as many as possible to facilitate the transfer arrangements for pupils.

Personal Development

48. Provision for pupils' spiritual, moral, social and cultural development is very good. The school operates as a caring community with a Christian ethos and aims to provide experiences which encourage pupils to appreciate cultural diversity, act responsibly and value each other's contributions.
49. Spiritual development is promoted through the school's Christian ethos, which is evident in its assemblies and strong connections with the local church. Assemblies together with the multi-faith curriculum enable pupils to gain insights into values and beliefs of the principal faiths and provide opportunities to reflect about their personal experiences and explore relationships with others. All assemblies seen during the inspection were well planned and used as opportunities to explore significant episodes in the life of Jesus, which have a special spiritual meaning. This was combined with a judicious selection of songs which fit the occasion, for instance the theme of Passion Sunday, and were sung in a manner which was often moving and spiritually uplifting. Assemblies also provide pupils with opportunities to reflect about their personal experiences and explore relationships with others. Pupils often take responsibility for running their own assemblies with some of these occasions being well used to cater for pupils from different cultural backgrounds, for instance when celebrating the Chinese New year.

50. Pupils have a well-developed sense of right and wrong. The school's ethos and expectations create a good context for pupils to develop a point of reference for moral values. These values are well-reflected in pupils' response to the high expectations teachers have and their knowledge of the codes and conventions which pupils routinely follow. Pupils are involved in constructing their own class rules and in deciding how they would like to be rewarded. Pupils' sense of right and wrong is further developed through the use of stories, literature and drama.
51. The school actively promotes opportunities for pupils to work, play and pursue social activities. Pupils are given opportunities to take initiative and responsibility; for instance when older pupils support younger ones during wet play and encourage them to play. Pupils also greet visitors and escort prospective parents round the school. Pupils are involved in decision making, for instance when they discuss the use of the playground and the use of special facilities like the prayer garden. Exciting pupils act as mentors for new pupils. Pupils have organised their own events to raise money for a number of causes like Red Nose Day with a talent show, which they have advertised in the school newsletter. Social development is further enhanced through the wide range of extra-curricular activities the school provides, trips to museums, theatres and a variety of outings including a residential journey to Sayers Croft.
52. Pupils are given a variety of opportunities to develop an appreciation of their own and others' cultural traditions in a number of curriculum areas. Good provision is made, for instance, in history where the pupils use the local area and its amenities in their study of the Victorians. The link with All Saints Church provides opportunities for pupils to explore the rich arts and crafts exhibited and the significance of the church as the location where Oliver Cromwell set up parliament. The school has developed links with a school in New Zealand and another in Zimbabwe with an exchange of letters. The school also organises a range of theatre visits and invites companies to work with pupils. The school teaches French and this is well used to develop pupils' insights into aspects of French culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The school continues to provide a very caring and supportive environment. Parents spoke very highly of the school. They find it very friendly, and reported that staff promote a sense of community where everyone is valued. Pupils are very well supported and encouraged to develop their individuality. Teachers and their support staff know the pupils very well. They effectively monitor pupils' personal development and will act quickly when they see a need. Pupils are involved in identifying and reviewing their own targets both at an academic and personal level. Personal targets are also considered within the personal, social and health education programme and through the writing of such things as the Lenten promises.
54. The school seeks to ensure that pupils have equal opportunities. There are good systems in place to support the academic and personal development needs of pupils with special educational needs, and pupils with English as an additional language, and both groups make good progress. The school also caters well for the higher achieving pupils who are suitably challenged to develop their skills further. The entry process into the school, and the later difficult transition to the many different secondary schools pupils apply to, are well planned for and handled sensitively.
55. Procedures for monitoring and promoting discipline and good behaviour, and eliminating any oppressive behaviour are very good. This is reflected in the good behaviour and orderly atmosphere in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour, and dealing with any disruptive pupils or incidents of bullying. It clearly highlights the school's expectations and identifies the responsibilities of pupils, staff and parents. There is a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Pupils are involved in devising the rules and boundaries, and know what is expected of them. The 'cause for concern' system is very good.

It effectively monitors and picks up pupils who may be having difficulties in different areas, and offers them targeted help and support.
56. Procedures for monitoring and improving attendance are good and reflect in the high levels of

attendance in the school. Punctuality has not been targeted to quite the same extent, which is perhaps reflected in the regular patterns of lateness observed. Parents are regularly informed about their responsibilities regarding the need to ensure their children attend school regularly and promptly. They call in promptly to inform the school when their children are away ill. Appropriate links have been established with the education welfare officer, who gets involved in following up cases where necessary.

57. The school has very good systems in place for child protection and ensuring pupils' health, safety and welfare. The school has appropriate procedures and guidelines for child protection. The headteacher and his deputy are the staff with designated responsibilities for child protection, and both are well aware of the processes involved. Both members of staff have undertaken recent training, and all other staff are similarly updated on changes to the legislation, and receive appropriate in-service training. Well-established systems are in place to take care of pupils who may fall ill during the day, and there are effective procedures to meet the medical needs of pupils. A sufficient number of staff are qualified to provide first aid.
58. There is a comprehensive health and safety policy, and appropriate procedures in place to address the issues of safety and security of pupils in the school. The caretaker and staff representative, who is also a school governor, undertakes regular health and safety checks and risk assessments.
59. The school's procedures for assessing pupils' attainment and progress are very good. Procedures in the reception class are very good. Before starting school the parents have completed a profile indicating what their child can do. The class teacher uses this information as a guide to standards. Children join the school over a period of two weeks during which time the teacher builds a clearer profile of individuals' strengths and weaknesses. On entry to school, children are assessed and this provides further information on individual attainment levels and areas for development. Progress is monitored against the standards expected. Further assessments are undertaken in writing and reading. On the basis of these, individual targets are set for each child and their progress towards these is monitored very carefully. On a day-to-day basis, the teacher keeps very detailed records of children's progress in their knowledge and understanding of all aspects of the Early Learning Goals and the National Curriculum.
60. Assessment procedures for the pupils in Key Stages 1 and 2 are also very good. The school uses its analysis of assessment data effectively and monitors the achievement of different groups of pupils in terms of gender and ethnicity. This information is used to identify trends and set targets for groups and individuals, particularly in English and mathematics. Based on this information, and observations made by class teachers, higher and lower attaining pupils are identified for additional support in literacy and numeracy. This aspect of the school's work is particularly impressive and contributes significantly to the standards that the pupils achieve. In Key Stages 1 and 2 pupils undertake writing assessments each term which are used to monitor standards and pupils' progress. Similarly, pupils are tested in mental arithmetic at the beginning and end of each year.
61. Teachers keep very detailed records of pupils' achievements in all subjects and this information is used to monitor pupils' progress and to guide curricular planning. These folders are monitored each term by the deputy headteacher and cross referenced with the teachers' planning. At the end of the year these are passed on to the next teacher with the analysis of the tests that have been taken.
62. The school has good procedures for identifying pupils who have special educational needs and assessing the needs of pupils who speak English as an additional language. Teachers assess pupils' progress thoroughly and if there is need for intervention from an outside agency, the school is able to contact the appropriate agency for more specialist support. All pupils with special educational needs and those who speak English as an additional language have detailed individual education plans with specific targets against which their progress is assessed. The pupil who has a statement of educational need is well supported.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

63. The school's partnership with parents is very good and is one of the many strengths of the school.
64. The quality of information provided for parents is very comprehensive. Information regarding the school and its activities is detailed in the school prospectus and governors' annual report to parents. Regular contact is maintained through the weekly 'In touch' newsletter and the PACT (Parents and Children Together) books, where parents are able to write notes to teachers. This focuses closely on pupils' progress in reading in the lower school, whilst in the upper school there is more of a focus on personal development issues. The termly 'School News' magazines are attractively presented and highly informative. Teachers hold informal meetings at the start of each year to introduce themselves to parents and share with them what will be covered during the year. Curriculum information including details of projects and topics is circulated to parents each term.
65. Parents feel that there are very good links with the school. They feel the school is very accessible, and parents appreciate the fact that the headteacher and staff are there to talk to them in the playground at the start and end of the day. They welcome the open door policy and the way the school encourages suggestions, and takes any concerns they have seriously, dealing with them promptly. Parents reported that they are kept well informed about the progress their children are making. The only concerns parents expressed related to the range of activities outside school.
66. Consultation evenings are held regularly providing opportunities for parents to review their child's progress and achievements. Parents receive both an interim and annual reports regarding pupils' progress. These are very detailed and the interim reports identify targets for improvement. Parents are regularly consulted regarding issues such as the home/school agreement. The meetings of the Friends of St Mary's incorporates a question time so that parents can discuss issues or raise any concerns they may have. Parents of pupils with special educational needs and those who speak English as an additional language are kept well informed and are involved in the review processes.
67. The significant contribution of parents to their children's learning is having a positive impact on pupils' progress. The school warmly encourages parents to become involved in their children's learning by helping out in the school. Although most parents work, a small number of committed adults are volunteering to help with various activities around the school such as gardening at lunchtime or helping out on school trips. Parental skills are brought to bear in such areas as art classes, computing and bread making activities in Year 5. Parents receive details regarding the homework policy and how they can help their children at home. Where parents are regularly able to listen to their children read, this is contributing to the high standards of reading.
68. The Friends of St Mary's is very effectively run by a committed group of parents and staff. A large number of fund-raising and social events are successfully held each year. These are well attended and generate significant additional funds to help purchase resources for the whole school. Over £14,000 was raised last year. This has helped to replace the curtains in the hall, provide new classroom furniture for the older pupils, and resources such as videos and televisions, sports and play equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The leadership and management of the school are very good. The headteacher provides strong, effective leadership and, with the support of the deputy headteacher and key management staff, gives a clear direction for the development and improvement of the school. The improvement in the quality of education since the last inspection owes much to his leadership and the effective support of a hard working and committed team of staff and governors. The aims of the school that focus on the spiritual, educational, social and personal development of the individual are effectively promoted and underpin its work. The school is committed to raising standards with equality of opportunity for all pupils. The school is clear about where it needs to improve and there is a shared sense of determination to succeed and move forward. It is in a very good position to make further improvements and has the capacity to achieve these.

70. The headteacher communicates effectively with the staff and the governors to ensure that everyone understands the school's priorities for development and works successfully as a team. He maintains a good balance between the strategic, administrative and monitoring elements of his role. In all of these he is well informed. Working closely with the deputy headteacher and the English co-ordinator he monitors the work of teachers in the classroom and has a very good understanding of the strengths and weaknesses of all staff. As a result of this monitoring, and the provision of training, standards of teaching have improved significantly since the last inspection. Procedures for appraisal and performance management are well developed with targets being set. The headteacher monitors teachers' planning and assessment folders each term and provides relevant feedback. He assesses the pupils' work twice yearly alongside teaching staff and is well informed about the standards pupils achieve through informal day-to-day monitoring.
71. The deputy headteacher, who is also the mathematics co-ordinator, works very closely with the headteacher and takes a leading role in developing, monitoring and evaluating the effectiveness of new initiatives. These cover a wide range of areas including teaching, curriculum, assessment, record keeping, discipline and organisation and 'Children Causing Concern'. The positive outcomes of all these initiatives have had a significant impact on the work of the school.
72. The role of subject co-ordinators is at various stages of development. In English and mathematics, for example, co-ordinators monitor standards and evaluate the effectiveness of pupils' learning. In other subjects, teachers work very hard in their roles and are influential in their support of colleagues providing guidance on a day-to-day basis. All subject co-ordinators are budget holders and monitor planning in their subject areas. However, insufficient opportunities are provided for them to monitor or evaluate effectively pupils' performance or the standards being achieved.
73. The management of the provision for children with special educational needs is good. The co-ordinator is knowledgeable and all the paperwork is detailed and clear and meets the requirements of the Code of Practice for children with special educational needs. The co-ordinator gives good support to the class teachers, supporting them during pupil review meetings and advising on the writing of individual education plans and on effective methods for meeting children's needs. She works closely with learning support assistants to ensure that they are effective in their roles.
74. The governing body fulfils its statutory duties and is effective in its work. There are good procedures to ensure that individual governors are kept well informed and play a vital role in shaping the direction of the school. Governors are very clear about the strengths and weaknesses of the school and how the school needs to move forward. The chair of governors works closely with the headteacher and is influential in the work of the school. Individual governors take their responsibilities seriously and are committed to raising standards in the school. For example, they attend governors' training on such topics as data performance. They monitor classroom practice and contribute significantly to the school development plan. The literacy governor devotes a considerable amount of time and energy to running the library club at lunchtime. The governors have appraised the headteacher and targets have been set.
75. A very good feature of the school is the continuing process of monitoring and evaluation it undertakes to ensure that it is effective in its work. For example, a detailed self-review and evaluation was performed about a year ago that focused on standards, educational provision and management and leadership. The outcomes of this analysis confirmed the areas in which the school was effective whilst providing important information as to where it needed to improve.
76. The school development plan is an effective working document that is based on a thorough audit of the school's present position. The school has set itself a manageable number of clearly defined measurable targets, many of which focus on the raising of standards. All new initiatives are carefully appraised in relation to likely costs. The school has established effective and efficient working practices to plan, manage and monitor its finances. Budget setting is firmly linked to development planning and reflects well the educational needs of the pupils. Financial control and administration are very good. There are close links between planning and resourcing. Records of financial decisions are accurate and clear. All the recommendations in the last audit report were minor and have already been implemented. The school secretary and headteacher carefully

monitor the budget and provide reports to the governing body each half term.

77. Specific grants received by the school are used for the purposes for which they are intended and there is a detailed record of how the money has been spent. The specific grant for special educational needs is used effectively for its designated purpose. The school applies the principles of best value well. It analyses its performance using both national and local data and uses this to evaluate the standards that its pupils are achieving and where improvements are needed. Spending is monitored against other schools locally and parents are provided with a range of opportunities to voice their opinions. For administrative purposes, the school makes good use of its technological capacity. Many of the administrative records are computerised and are well kept. The school seeks to obtain good value for money when purchasing goods and services.
78. The school has a satisfactory number of teachers to teach the subjects of the curriculum. The teaching staff has a range of qualifications and experience and they work very well together as a team. There are good procedures for the induction of new staff into the school. The learning support staff is experienced and knowledgeable; they have a good level of expertise and give the pupils in their care good support and guidance. They have undertaken training in computers and child care which has enabled them to be more effective in their roles.
79. Since the last inspection there have been some improvements in the accommodation. A major building project to remodel the premises to allow the school to expand and include a nursery class will begin in April this year. During the inspection work started on the refurbishment of a toilet block. Current plans include the establishment of one new classroom to house the Year 6 class with further developments to provide two other classrooms. Although this goes some way to tackle the issues raised in the last inspection, there is still more work to be done. Resources are good for the Foundation Stage and for all subjects except design and technology and information and communications technology, where they are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. This is a very good school with no significant weaknesses and there are no key issues. The following less important weaknesses should be considered for inclusion in the action plan. In order to improve further the quality of education in the school, the headteacher, governing body and staff should:
- (1) Provide more opportunities for pupils to communicate by e-mail. *(see paragraphs: 14, 141)*
 - (2) Improve the punctuality of pupils at school in the morning. *(see paragraphs: 23,56)*
 - (3) Provide further opportunities for co-ordinators to monitor their subjects.
(see paragraphs: 72,119,124,130)
 - (4) Review the way time is used in the physical education curriculum. *(see paragraphs: 40,162)*
 - (5) Continue to improve the accommodation. *(see paragraphs: 79, 115,130)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

50

Number of discussions with staff, governors, other adults and pupils

28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	38	40	12	0	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)	0	208
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	15	15	14
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (93)	97 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	15	14	15
	Total	27	27	29
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (93)	100 (100)
	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	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	14	11	14
	Total	23	21	25
Percentage of pupils at NC level 4 or above	School	85 (96)	78 (83)	93 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	11	9	11
	Total	18	18	20
Percentage of pupils at NC level 4 or above	School	67 (83)	67 (83)	74 (75)
	National	70 (68)	72 (69)	80 (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	4
Black – other	3
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	1
White	130
Any other minority ethnic group	30

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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	23.4:1
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	106

Financial information

Financial year	1999 - 2000
	£
Total income	464,502
Total expenditure	461,329
Expenditure per pupil	2217.93
Balance brought forward from previous year	10117
Balance carried forward to next year	13290

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	2	0	0
My child is making good progress in school.	62	36	1	0	2
Behaviour in the school is good.	71	28	0	0	1
My child gets the right amount of work to do at home.	47	42	9	0	2
The teaching is good.	73	26	1	0	1
I am kept well informed about how my child is getting on.	63	32	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	87	10	2	0	0
The school expects my child to work hard and achieve his or her best.	81	18	1	0	0
The school works closely with parents.	75	22	3	0	0
The school is well led and managed.	80	17	0	0	2
The school is helping my child become mature and responsible.	74	22	2	0	2
The school provides an interesting range of activities outside lessons.	33	47	18	1	1

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

81. This section of the report focuses on the children under six years of age who are in the reception class. At the time of the inspection there were 30 children in the reception class who were under the age of six. When the children enter the school a wide range of attainment is represented but it is generally above that expected of children of their age. These standards are slightly higher than at the time of the last inspection. By the time they reach Year 1, most children are achieving standards that are above those expected in all areas of their learning. A significant majority have already achieved the Early Learning Goals (nationally agreed standards for children in the reception class) in each of the six areas and are working in the lower stages of the National Curriculum.

Personal, social and emotional development

82. From the time that they first enter the reception class, children are encouraged to make independent choices, for example, the materials they would like to use in developing collages in creative work or the toys they would like to play with. The teachers help children to feel safe and confident. As a result, they settle well, work and play independently and most are willing to take turns and share equipment. The children have caring attitudes towards each other, and those who speak English as an additional language are very well integrated. The children respond positively to new challenges and enjoy their work. They are attentive and interested in all that they do and sustain interest in their activities. They are polite, friendly and well behaved and have a good understanding of what is right and wrong. The children build effective relationships with adults and with each other. They show maturity when tackling jobs such as clearing away, getting out equipment or helping someone else to dress after physical activities and they join in willingly with the teacher's suggestions.
83. The quality of teaching and learning are very good. Strengths of the teaching relate to the high expectations of the children's attitudes and behaviour and the very good range of opportunities that the teacher provides for the children to make choices and develop independence. The class teacher and learning support assistant are consistently positive and this builds children's self-esteem and helps them to persevere with challenging tasks.

Communication, language and literacy

84. Children speak clearly and with confidence. They describe their activities well and enjoy sharing their knowledge with the teacher and each other. They listen attentively and respond well to instructions and directions. They use a range of expressive language and are encouraged to speculate and explain their ideas. In one lesson, the children commented on how and why the 'The Rainbow Fish' should feel as he did. They used words such as 'worried', 'depressed' and 'sad' and explained why they thought he should feel that way he did. They enjoy reading books, handling them carefully and willingly talk about their favourite story. Most children have well-developed early reading skills. They know that the print conveys meaning, and understand stories read to them. Higher attaining children identify the author and illustrator on a book cover and read with a good level of fluency following the words with their fingers. Children know most letter names and sounds, and use these to help them to spell correctly. There is a small minority of children who speak English as an additional language working at, or slightly below, the expected level. These children are well known to the class teacher and are well supported in their learning.
85. The quality of teaching and learning are very good. Lessons are very well planned with tasks that are well targeted to meet the needs of all children. The teacher questions the children effectively, encouraging them to predict and develop insights into the feelings and behaviour of characters in a story. The teacher has high expectations of the children and often reminds them of what they are expected to achieve. In response the children work hard and try their best. The teacher provides good opportunities for the children to talk about their work at the beginning and end of lessons. The children enjoy sharing their achievements and the positive approach taken by the class

teacher and learning support assistant enables the children to develop in confidence and self-esteem. Children who speak English as an additional language feel confident enough to contribute enthusiastically to group and whole class discussions.

Mathematical development

86. Children count to 10 forwards in ones and twos and most count to over 100 in 10s. All children add single digit numbers up to five and beyond whilst higher attainers add numbers up to 20. They recognise most coins and are beginning to develop an understanding of the value of money. The children understand terms such as 'taller', 'shorter' and 'lighter' and 'heavier' and use words like 'in front' and 'behind' to describe the position of objects. They know the names of some flat shapes, such as square and circle and sequence coloured shapes into a repeating pattern.
87. Teaching and learning are good. At the beginning of the lesson the teacher shares the learning objectives with the children so they understand what they are expected to achieve. The children are provided with a good range of games and practical activities to promote effective learning. The learning support assistant works well with groups of children, playing mathematical games and making learning enjoyable. As a result they develop positive attitudes and work hard. In one lesson the children thoroughly enjoyed identifying coins that the assistant had hidden in her bag and then calculated how much change they would receive after buying an item from a shop. The teacher sets high expectations of the children, always seeking to challenge and develop their thinking. Sometimes expectations are too high and insufficient support is given to higher attaining children to enable them to make the progress they should. The teacher effectively uses computer programs to reinforce the children's understanding of number.

Knowledge and understanding of the world

88. Children develop a growing knowledge and understanding of the world from the topics they learn about in school. Through studying photographs of themselves and others as babies and considering the changes that have taken place they are beginning to understand about the passing of time. They have developed an awareness of the place in which they live - their homes, school and the surrounding area. In one lesson about grid references, the children identified features on a treasure map and described their co-ordinates. The children know the names of different parts of the computer and enter information about them onto a database. In one lesson, the children changed the size and colour of print on the screen displaying good mouse control.
89. Teaching and learning are very good. Lessons are very well planned clearly identifying what the children are to learn and effectively build on previous work. The teacher organises the lessons very well, using resources and questioning very well to help the children understand the concept being taught. In response the children are enthusiastic and eager to learn. The teacher has high expectations and the children are well behaved, attentive and listen well.

Physical development

90. In physical education lessons and when playing outside the children move confidently. They hop, skip, and jump with agility. They move along benches, forwards, backwards and sideways displaying good methods of movement and balance. When playing outside they guide wheeled vehicles in and out of cones with some success. They climb with confidence and enjoy going down the slide. Some children throw and catch with confidence and enjoy throwing balls and rubber rings into a netball hoop. Children display good control when using scissors, pencils and paintbrushes.
91. Teaching and learning are very good. Lessons are well planned and managed. In physical education lessons good attention is paid to issues of health and safety. Lessons are well structured and equipment is provided to meet the needs of different children in order to build confidence. In a physical education lesson, for example, more able pupils were provided with a higher platform on which they could move and balance. In response the children are well behaved and highly motivated, working well individually and in groups.

Creative development

92. Children study the paintings of famous artists such as Van Gogh and Monet and use what they have learnt about colour and shade when they create their own paintings and collages. When shaping clay into a 'Rainbow Fish' they work carefully and accurately and then inscribe the patterns that they have observed into the clay. In one lesson, the children designed and made very effective windmills. They drew patterns on the sails with crayons, pastels and felt tip pens, cut them out and then constructed them onto a stick. In music, the children identify high and low pitched sound. They create music using their voices, sand and water and record their compositions on tape. The children comment on how a piece of music makes them feel. For example when listening to 'Mr Happy Music' they commented that it was lively and loud and made them want to jump up and down.
93. Teaching and learning are very good. Lessons are very well planned and organised. The class teacher provides a range of activities that will stimulate the children's interest and involve them in their learning. During the introduction the teacher uses a variety of resources to promote the children's interest and creativity. In one lesson, the teacher used a good range of questions to link the pictures of the sea that been painted by Monet and Van Gogh to the class seaside role play corner. In this lesson the children were provided with opportunities to make choices about the materials and resources they would use. The routines were clearly established so that the children knew that they had to put their paintings on a drying tray without being told.

ENGLISH

94. The findings of the inspection are that the pupils in Year 2 achieve standards in speaking and listening that are well above the national average with standards being maintained since the last inspection. Attainment in reading is well above the national average and has improved since the last inspection when it was described as satisfactory to good. Attainment in writing is well above the national average and has improved since the last inspection when it was good. In Year 6 pupils attain standards that are above the national average with standards generally being maintained since the last inspection, but with some improvement in writing.
95. Results in the national tests in 2000 showed that standards attained by seven-year-olds in reading were well above the national average and very high in writing. These results were well above the average when compared to similar schools. Standards for 11-year-olds were above the national average and below those of similar schools. This represents a decline in comparison to previous years and is mainly due to the high number of pupils with special educational needs and the high mobility that affected this group. Over the last 3 years, attainment in both key stages was consistently well above the national average. Evidence from the inspection broadly reflects these outcomes.
96. The majority of pupils listen and speak confidently in a wide range of contexts, take an active part in discussions and report on their work to their peers - for instance at the end of literacy sessions. By the age of eleven, standards in speaking and listening are above the national average. Most pupils in Year 6 speak confidently and express a point of view. In discussions, they listen carefully to the contributions of others and ask questions for clarification. They respond well when invited to brainstorm ideas inspired from a poem about the creative use of powerful language. Pupils share ideas and collaborate effectively and are eager to present their contribution to the rest of the class. Opportunities for listening and speaking occur regularly in most areas of the curriculum including assemblies and lessons in personal, social and health education. Listening is well developed and harnessed to encourage pupils to respond and comment about the content of texts and presentations from peers at the end of lessons. Standards in speaking and listening are high because they are planned and assessed regularly resulting in good progress in lessons and over time.
97. By the age of seven pupils read a range of texts with fluency and accuracy and remarkably good expression. They tackle words using letter sounds and read for meaning on the basis of contextual clues. The consistent focus in teaching of letter and sound patterns and of phonological awareness as well as the teaching of prediction skills has a positive and direct impact on reading standards.

98. By the age of 11 most pupils are familiar with the organisation of non-fiction books and use the contents and index pages to find information. This is put to good practice in history to research aspects of the Second World War. Pupils recall in clear detail the range of books they have read and cogently comment about their favourite book or author. Reading is well managed with increasingly improving provision for guided reading and positive support from parents. Reading records based on guided reading are well maintained by teachers along with assessment data with clear diagnostic comments and targets for improvement. Library facilities are of good quality. They include a wide range of fiction and non-fiction that is easily accessible and well used by pupils. Pupils have well developed library skills and use these well when researching projects. The literacy governor contributes her skills by running the library club at lunchtime with many pupils benefiting from her skills.
99. By the age of seven, the majority of pupils write in sentences, using full stops and capital letters. Most pupils use word banks successfully. High attainers write well-organised, extended and imaginative pieces with good standards of spelling. The majority of pupils acquire and apply their knowledge of punctuation and become adept at writing for a range of purposes. There are good examples of non-narrative writing, poetry, letters and use of diagrams and caption in science work describing the life cycle of a frog.
100. By the age of eleven, attainment in writing is above the national average and has improved since the last inspection when it was judged as satisfactory with good features. The majority of pupils write extensively and produce a variety of narrative and non-narrative texts. Writing is imaginative, extensive and varied, showing a good grasp of paragraphing and structure. Pupils achieve well against their prior attainment. Writing is effectively assessed through constructive feedback and indication to pupils where they need to improve. Standards in spelling and handwriting are good. Standards of attainment are well correlated to the systematic teaching of these aspects.
101. The quality of teaching is very good in Key Stage 1 and good in Key Stage 2. Teachers have a secure knowledge and understanding of English and are implementing the literacy hour very successfully in line with the objectives set in the national strategy. Lessons are thoroughly and effectively planned with objectives effectively used in the best teaching to focus pupils' learning and pinpoint the key points at the end of the lesson. Effective use of questions enables pupils to consolidate knowledge and extend their learning, for instance when pupils use the discussion of a content page and the index to apply these skills in an independent task where they had to order words alphabetically. Pupils are appropriately managed and effectively organised into ability groups with good support provided by learning support assistants. Where teaching has less impact, it is because independent tasks are not closely linked to the learning objectives and lack focus or the text chosen does not effectively serve the objectives identified.
102. The school uses the literacy framework effectively and strategies for continuous development and improvement have led to improvement in guided reading. A very effective system for assessment, target setting and monitoring of pupils' performance in the short term and over time has a direct impact on the good standards. Monitoring is carefully and strategically used to identify those pupils whose achievement needs to be boosted. The co-ordinator has a good overview of the development of the subject and has provided guidance to colleagues. The review of the curriculum has resulted in more emphasis on the teaching of grammar and spelling which is having a positive impact on standards. Literacy skills are effectively used across the curriculum with good examples in history and science.

MATHEMATICS

103. The findings of the inspection are that the standards of attainment at the end of both key stages are above the national average. The introduction of the National Numeracy Strategy and the high quality of the teaching have both made significant contributions to the increase in standards. The teaching of mathematics is monitored by the deputy head who has provided very good support to improve the quality of the teaching in the subject. Booster classes and the targeting of specific pupils have made significant contributions to improving the standards of high and low attaining pupils in mathematics. Three pupils have been identified as gifted and talented in the subject and they are also provided with additional challenges in their work.
104. The results of the 2000 national tests showed that standards of seven-year-olds were above the national average. In comparison with similar schools the standards were above the average. Standards of 11 year-olds were in line with the national average. In comparison with similar schools standards were below average. An analysis of trends in the overall results since 1996 to 2000 indicates that standards have been consistently above the national average for seven-year-olds but in 2000 the results for 11 year-olds were close to the national average. The evidence indicates that the standards were lower than in previous years because of the high number of pupils with special educational needs and the significant mobility in the year group completing the tests in 2000. The school has introduced booster groups to ensure that pupils of high and lower attainment make good progress and this is having a positive effect on raising standards and improving progress at all levels.
105. By the age of seven, pupils make good progress developing their mathematical knowledge and understanding. In Year 2 they add doubles and show a good understanding of the value of numbers up to 100 and beyond. The pupils use decimal money for shopping, and work out the costs of such items as a bunch of tulips and vases and make up shopping bill of £40. They know that rectangles have four right angles and tell the story of a number. In a lesson in Year 2, pupils used a Carroll diagram to show a different way of organising information. By the end of the lesson, pupils had learned to construct their own Carroll diagram to given criteria for example, numbers over ten, below ten, numbers that are odd and numbers that are even.
106. By the age of eleven, pupils of all abilities continue to make good progress. Pupils in Year 6 undertake a range of number investigations. They collect data on a frequency table on such topics as how long it takes to complete a puzzle. In one lesson observed in Year 6, pupils constructed and interpreted pie charts and learnt how to use data in different ways. In this lesson, the pupils converted the various sectors of the circle into percentages, using such terms as 'degrees' and 'sectors' when comparing the different sets of data.
107. The quality of teaching and learning in both key stages is good. Lessons are well planned so pupils of all abilities are provided with work that helps them to learn well. In a very good lesson in Year 5, for example, the teacher planned very carefully the work for each group. The lesson was well organised and the clear explanations that the teacher provided enabled the pupils to settle to their tasks quickly. The pupils concentrated well as they tackled a series of decimal problems and as a result made very good progress in their learning. In a very good lesson in Year 2, the teacher presented the lesson in a lively manner that engaged the pupils' interest. The enthusiasm she displayed inspired the pupils to become involved in their learning. The teacher maintained very good control and pace throughout the lesson and as a result the pupils learnt very well.
108. Teachers ask searching questions that assess the pupils' understanding and take their learning forward. A good feature of lessons is the way teachers assess at the end of each lesson what has been achieved and use this information to inform future planning. Teachers make good choices of resources that help pupils to learn well. Support staff are used effectively to support pupils' learning, in particular those with special educational needs. Teachers regularly use homework to support the work pupils are learning in class. A particularly good feature is the way in which groups of both more and less able pupils are provided with additional work that helps them to learn effectively. Where teaching has less impact, it is because the introduction to the lesson lacks pace and does not sufficiently gain the pupils' attention.
109. The subject is well led by the co-ordinator who regularly monitors pupils' progress, evaluates the

weekly plans of teachers and supports the target setting process for pupils in Years 1 to 6. This makes an important contribution to the continuous drive to raise the attainment levels of the pupils.

SCIENCE

110. The findings of the inspection are that the standards of attainment at seven and 11 are above the national average. These results are similar to those recorded at the time of the last inspection.
111. The school's results in the teacher assessments of pupils in Year 2 were very high in comparison with the national average and with similar schools. The proportion reaching the higher level (Level 3) was also very high in comparison to the national average and well above average when compared to similar schools. In the national tests in 2000, pupils in Year 6 achieved standards that were above the national average but close to the average in comparison with similar schools. Over the past three years standards have been consistently above the national average.
112. By the age of seven, pupils conduct experiments and record their results in charts and on graphs. For example, over a period of five weeks pupils recorded the growth of a bean, measuring the length of its stem in centimetres. Through studying the life cycle of such creatures as a butterflies, pupils develop an understanding of how creatures change as they grow. Pupils have some understanding of the forces such as pushes and pulls that are in operation to make something move. Through testing how far different vehicles travelled down a ramp and on to different surfaces the pupils begin to understand about friction. The pupils know that some appliances need electricity to make them work and construct electric circuits with batteries, wires, switches and bulbs.
113. By the age of 11, pupils select the equipment they require to conduct an experiment and make predictions based on their scientific understanding. In a lesson in Year 6, for example, pupils used their knowledge of the properties of materials to decide how they could separate different mixtures. They knew that some materials were magnetic, some could be separated by filtering whilst others were soluble and could be separated by heating. Pupils have a good understanding of gases, liquids and solids and use terms such as 'permeable' and 'impermeable', 'transparent' and 'translucent' when describing the properties of materials. Through experimenting with parachutes and spinners pupils developed a good understanding of the forces of gravity and air resistance and balanced and unbalanced forces. The results of these experiments were recorded on charts and graphs and the pupils drew conclusions based on their results. The pupils know that light travels in straight lines and accurately record angles of incidence and reflection. They have a good understanding of the functions of the skeletal system and the main organs of the body.
114. The quality of teaching and learning are good at both key stages; this is an improvement since the last inspection. Lessons are well planned with provision of work for all abilities. At the beginning of lessons teachers share the learning objectives so pupils understand what they are expected to achieve. Teachers have good subject knowledge, and emphasise the importance of subject-specific vocabulary. In the introduction to their lessons teachers make good links with previous learning and ensure that lessons carefully build upon pupils' previous knowledge and understanding. In the best lessons there is a strong emphasis on the development of pupils' skills of investigation. In a lesson in a Year 2 class, for example, pupils chose the equipment they required to build a circuit with a switch, which they then added to a model they were constructing. The lesson was well managed and organised, the pupils selected their equipment and worked hard with great enthusiasm. All pupils showed high levels of concentration and application and those who experienced some problems showed good levels of perseverance.
115. Similarly in a very good lesson in Year 6, pupils were provided with a very good range of opportunities to separate mixtures through experimentation. In this lesson the teacher questioned the pupils effectively, challenging their thinking and taking their learning forward. Although the teachers' skills of questioning throughout the school are very well developed, occasionally they limit their questions to a narrow range of pupils without assessing the understanding of a wider group. Teachers have very high expectations of the pupils and lessons

generally move along at a very good pace. In one particular lesson, however, the introduction was too long, pupils became a little over-excited and the pace of the lesson slowed while the teacher sought to regain the pupils' attention. The teachers place a strong focus on experimentation, but in some of the smaller classes this produces significant organisational problems which they have to work hard to overcome.

116. The relationships between the pupils and teachers and amongst the pupils themselves are very good. The pupils display positive attitudes to their work and want to do well. Their work is well presented with considerable care. Teachers mark pupils' work well, supporting them in their achievements and in the best examples showing how they might improve their work. Ancillary staff support pupils well, using initiative and questioning effectively to clarify the understanding of lower attaining pupils and pupils who speak English as an additional language. Teachers evaluate their lessons well and use this to inform their future planning.
117. The curriculum is based on the QCA scheme of work, which underpins the progressive development of pupils' skills, knowledge and understanding. A particularly good feature of the school's work is the emphasis that is placed on the skills of scientific enquiry. There is very good provision for pupils to develop skills of investigation through conducting experiments, obtaining and presenting their findings and drawing conclusions. Pupils make frequent trips to such places as the science museum in London and there are travelling theatre companies that visit the school and provide performances focusing on the dangers of electricity. Last year a school focus on the area of 'forces' was used effectively by the subject co-ordinator to assess planning and progression. The work produced was displayed as an exhibition and was visited by many parents.
118. There is good provision for pupils to apply their literacy and numeracy skills in this subject. For example, pupils write detailed accounts of what equipment they used in their experiments and the outcomes of their tests. They frequently use instruments such as force meters and capacity cylinders for measuring and display their findings on charts and block graphs, sometimes using computer databases. Computer programs are used effectively to support learning in this subject. In Year 4, for example, pupils use sensors to measure light and temperature. There are very good assessment procedures to record and chart the pupils' progress in their learning and which are used to monitor pupils' progress and inform teachers' planning.
119. The subject co-ordinator leads the subject well. The monitoring and evaluation that she has undertaken has been valuable in assessing the effectiveness of teachers' planning for progression and pupils' attainment levels. Further time has been allocated to enable the co-ordinator to assess the progress pupils make.

ART AND DESIGN

120. Two lessons were observed during the inspection, one in each key stage. Overall standards are judged upon the scrutiny of pupils' work, discussion with teachers and pupils as well as the work observed in lessons. By the age of seven and 11 pupils' standards of attainment are good. This is an improvement since the last inspection when standards were judged to be average or below.
121. In Year 2 pupils made good illustrations of stories from Enid Blyton books and Peter and The Wolf story. They draw still life pictures using and mixing paints as well as using viewfinders to assist their observation and drawing. They also make hand puppets and explore the range of attachments for sewing and sticking as well as making collage seasonal pictures using a wide range of materials. In Year 6 pupils have made some large movement paintings, wire models of characters from studies in other subjects. There are still life drawings and paintings showing face, form and body shape and detailed drawings of light and shade in different tones. They have used contemporary objects and designs to observe and develop abstract ideas and colour.
122. In a good lesson observed with Year 1 pupils learned about the characteristics of a ladybird and at the same time constructed a model of one, using layers of paper, glue and a balloon. With the effective support of the classroom support worker and the teacher they carried out their sticking and gluing and at the same time identified the characteristics of the ladybird. They listened attentively to the demonstration of making a ladybird and then collaborated well together in

constructing their own models.

123. In an excellent lesson observed in Year 5, pupils used clay-modelling techniques to create and decorate a clay container and to record ideas for designs to decorate their sketchbooks. The teacher effectively introduced the pupils to the work of a contemporary designer, Alessi, and to the type of pots made by the Mimbres people. The teacher provided very good demonstrations, moulding the clay carefully to provide the pupils with an insight into its properties. As a result of these the pupils were interested and very keen to learn and to try for themselves and achieved very well. During the lesson pupils made a coiled pot. They demonstrated increased confidence as they moulded the clay with great precision. They tackled the work with enthusiasm and at the end of the lesson every pupil had made a coiled pot ready for decoration. This lesson was very well organised and the teacher made particularly good links with the cultural origins of pot making.
124. The strengths of the school's work can be found in the skills, interests and enthusiasm of the pupils and the way the teachers have made the classrooms attractive and visually stimulating. Display is used effectively to enhance pupils' learning and there is an art club supported by parental expertise. Studies of the paintings of Van Gogh in coloured pastel by pupils in Year 5, and a Matisse Collage created by pupils in Year 3 can be seen in the 'Art and Design Gallery'. The subject co-ordinator has a clear view of the subject's state of development and is building on the experiences of the newly adopted scheme of work. She recognises that sketchbooks are at an early stage of development and will promote their use as a tool for learning.

DESIGN AND TECHNOLOGY

125. Only two lessons were observed during the inspection, one at each key stage. An analysis of the samples of work on display, and discussions with teachers indicate that pupils undertake a satisfactory range of activities in which they design, make and evaluate products. Standards achieved in Year 2 are in line with those expected in both designing and making. In Year 6 standards in designing are in line with those expected but there were no products available during the inspection on which to base a judgement on pupils' skills in making. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress.
126. By the age of seven, pupils design and make products using a range of recycled materials, card and textiles. The pupils create designs that are labelled indicating the materials that they are going to use, paying good attention to the associated technical vocabulary. For example, the design of a vehicle identified the 'chassis' and 'axle'. Following a visit to a local church pupils constructed their own churches from card and recycled materials, paying good attention to the architecture outside and the range of furniture to be found inside. The pupils in Year 2 had studied a range of puppet designs and had then designed their own. In the lesson, these pupils cut out the shape they required using the scissors carefully. They attached to two halves of the fabric, some using glue whilst others sewed. Following these the pupils added a range of features gluing these into position. When they had finished pupils evaluated whether their completed puppet resembled the original design.
127. By the age of 11, pupils create detailed, labelled plans, with accompanying explanations of the equipment that they are going to use. When designing a bridge, for example, they consider how to make it strong and the cost of the materials they are going to need, working to a set budget. They create designs for such products as hamster cages, Christmas stockings and fairground rides.
128. The quality of teaching and learning is good. In the very good lesson the teacher explained very succinctly what the pupils were expected to do. She displayed very good subject knowledge as she described the range of techniques that the pupils would need to use to create their puppet. The lesson moved at a very good pace, the teaching setting very high expectations of concentration and effort. In response the pupils listened intently and answered the questions they were asked sensibly. The teacher paid particular attention to issues of health and safety when using scissors. The pupils were provided with good opportunities to choose their own resources

that promoted their independence well. Throughout the lesson the teacher managed the pupils very well. The expectations and routines were well established and the pupils responded by behaving very well and trying hard with their work. Throughout the lesson there was evidence of very good relationships between the pupils as they shared the resources and helped each other with their work.

129. Similar features of good teaching were observed in the other lesson where pupils in Year 4 created chairs from wood and folded up paper. The pupils considered how to make their structures stronger by changing the shape of the paper. The lesson was well managed by the class teacher enabling pupils to pursue their individual tasks. Progress in this lesson was hampered by the difficulty that the pupils experienced with their designs and the damage to the chairs that had occurred during storage.
130. Since the last inspection the policy document has been updated and the school has adopted the QCA scheme of work. Long and medium term planning is good and provides a secure framework for the development of pupils' skills, knowledge and understanding. Computer programs are being used effectively to support and enrich pupils' learning in this subject. There have been good opportunities for classes to work together on projects; for example, pupils in Year 4 made pop-up books for children in the reception. The storage and display of work that pupils produce is a problem in some of the smaller classes. The subject co-ordinator has worked well to further develop this subject and has been influential in her role. However, insufficient time has been allocated to enable her to effectively assess pupils' performance or the standards being achieved.

GEOGRAPHY

131. Standards are in line with those expected for pupils at seven and 11 years and pupils achieve well. Pupils with special educational needs and those who speak English as an additional language make good progress. Inspection judgements are based upon observations in three lessons, a scrutiny of pupils' work, discussion and review of teachers' planning. Since the last inspection the good standards in the subject have been maintained.
132. At both key stages pupils are developing their geographical skills and their knowledge of places and themes. They use maps and atlases and draw upon a range of evidence including visits to Painshill Park, Camden Lock/Little Venice and the Wetland Centre Barn Elms. In a very good lesson in Year 2, pupils developed their awareness of plans, views, grids and key symbols as well as the use of directions and the compass. One group of pupils made their own birds' eye view of a map using a grid and compass while another group turned a picture of a town into a plan. The pupils worked enthusiastically and one pupil was able to provide a clear explanation of the use of a map grid. Through this work the pupils recognised similarities and differences between localities and developed an awareness of places beyond their own locality. The more able pupils used letter and number co-ordinates to locate a feature on a map.
133. There were no lessons observed in Year 6 but a study of pupils' work indicates that they have a good understanding of the stages of a river and conduct experiments to measure its flow. They describe what places are like using maps and plans and then draw conclusions. They described the human and physical features using appropriate geographical terms and offer reasons for the different places, for example, coastal scenery of seaside resorts and why there are fewer trees on hilltops.
134. The quality of the teaching and learning is good. In the very good lesson in Year 2, the teacher effectively revised the previous work and then presented the lesson enthusiastically which stimulated the pupils' interest. The teacher set high expectations and provided a good range of interesting tasks that were appropriate to the needs of the pupils. In response pupils were interested and tried hard. Teachers have good knowledge and understanding of the subject and question pupils effectively. In lessons the pupils are motivated and concentrate upon achieving the tasks set. The sensitive support provided by classroom assistants makes an important contribution to the pupils' learning.
135. The school has used QCA guidance to develop the scheme of work and the co-ordinator has

carried out a survey of geography equipment before purchasing some valuable resources. These are well used by the teachers when planning topics. All classes have good access to appropriate reference books and maps and this has contributed to the maintenance of good standards. Pupils are provided with a range of opportunities to use computer programs to support their learning. The subject co-ordinator carries out six-monthly reviews and evaluations of class work to the curriculum and identifies strengths and weaknesses in pupils' understanding.

HISTORY

136. It was possible to see history lessons only in Key Stage 2. Judgements in Key Stage 1 are based on the analysis of pupils' work, discussion with them and teachers' planning. Standards of attainment in history are above what is expected of pupils aged seven and 11. This represents an improvement since the last inspection when attainment was judged to be in line with national averages. Pupils including those with special educational needs and those who speak English as an additional language make good progress. This is reflected in their increasing use of historical evidence to record their findings and the use of enquiry skills to research information from a range of sources.
137. Teaching and learning have improved since the last inspection from satisfactory to good. Effective management of the subject has improved the range of opportunities available for pupils. There are now detailed plans that incorporate QCA guidance. Monitoring of pupils' work by the co-ordinator is well focused and identifies strengths and areas for improvement.
138. As pupils progress through the school, they develop a growing sense of chronology. Pupils in Year 2 demonstrate detailed knowledge of famous people like Mary Seacole and Florence Nightingale citing their achievements, key events in their lives and the reasons for which they are remembered. Pupils in Year 3 studying Victorian times show good understanding of the lives of children in Putney at the time. They use photographs to identify various features, noting differences for instance in the type of scooters children used, the conditions of the road, and means of transport. By the time they are eleven, pupils use books to find out about Frank Jackson, a member of his Majesty's Forces during the Second World War and write his biography. Pupils demonstrate skills in selecting appropriate information from a range of documents, pictures and photographs. From evidence of pupils' previous work, there are good examples of project work showing a range of writing in the form of a report or diary impersonating one of the Jarrow Crusade marchers. Pupils' research skills are encouraged through constructive marking which extends pupils' knowledge through further questions. History is well used as a vehicle for the learning of English
139. The quality of teaching and learning is good. Lessons are well planned with a clear focus on skills and the use of a range of resources that enable pupils to study the evidence and draw conclusions. Pupils' learning is enhanced through the use of skilful questioning which is carefully matched to different abilities including effective support for a gifted pupil in Year 3. Effective methods like impersonating a friend of the children in the photograph and giving them advice on the use of a scooter and the focus on researching information by older pupils enable them to gain insights into the periods studied and develop their enquiry skills. Pupils' positive attitudes, motivation and eagerness to find out information contribute to the good progress they make.
140. The curriculum for history is enhanced by a number of visits, for instance to the local museum. The local area is well used to support pupils' knowledge and understanding of the Victorians. Good use is also made of resources in the community, for instance when pupils interview them on what seaside life was like in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Inspection judgements are based upon observations in three lessons, two in Key Stage 1 and one in Key Stage 2, a scrutiny of pupils' work, discussion and review of teachers' planning and assessments. The attainment of pupils at the end of both key stages is broadly in line with that expected for their age. This is an improvement since the last inspection when standards and progress in Key Stage 2 were unsatisfactory. Significant progress has been made in the subject with the provision of additional computers, many of which are networked, and Internet access.

Due to technical problems, beyond the control of the school, the pupils have had insufficient opportunities to communicate via e-mail. Teaching and learning support staff have undertaken a range of courses and have been very well supported by the subject co-ordinator. This has resulted in an improvement in both competence and confidence and in turn this has raised standards in Key Stage 2 in particular. The school recognises that more training is necessary to develop staff expertise in handling a wider range of programs. Provision for this is identified in the school development plan.

142. By the age of seven, pupils have developed satisfactory levels of mouse control and keyboard skills. They know the main function keys on the keyboard and use the keyboard and the mouse to control a program. They load, save and print using a range of programs. They use subject-specific vocabulary, such as 'mouse' and 'keyboard'. When word processing book reviews or stories they use capital letters, the delete key, full stops and the space bar correctly. The pupils create firework pictures using a paint program, selecting different sized paint brushes and using tools such as 'spray' and 'flood fill'. During a lesson in Year 2, pupils entered a series of commands as they guided a screen turtle around a maze, evaluating their progress and then making the necessary changes. In the same class, pupils created a town by clicking and dragging buildings and vehicles into position.
143. By the age of 11, pupils save, retrieve and print using a range of programs and use correct subject-specific vocabulary, such as 'log on' and 'enter'. When using computers for word processing, pupils readily change the font style, size and colour and combine pictures with the text. There are some particularly good examples of this in the high quality leaflets pupils made using a desktop publishing package. Pupils use spreadsheets and graph programs to record the results of investigations and surveys they have undertaken, for example, the calorific value of different foods. In a lesson in a Year 4 class pupils designed their own environments and entered a sequence of instructions to control different sensors and devices, for example a switch to turn on a light. The pupils investigate the efficiency of different search engines to help them to research such topics as the Second World War.
144. The quality of teaching and learning are good. This is an improvement since the last inspection. At the beginning of the best lessons, teachers share the learning objectives of the lesson so pupils understand what they are expected to achieve. Teachers generally display good knowledge of the programs they are using. They give clear demonstrations with well-sequenced instructions that enable pupils to make at least good progress in the lessons. A good example of this was seen in a lesson with Year 1 pupils where the teacher's step by step instructions led to the pupils making good progress in their understanding of how to find information from a program about animals. Teachers develop basic skills effectively by breaking down the learning into its different parts and then providing time for pupils to consolidate their skills. Teachers and support staff have a supportive approach to the pupils and their learning which promotes confidence and self-esteem. Teachers set high expectations of the pupils' attitudes and behaviour and pupils respond well. In response the pupils are enthusiastic and interested in their tasks. Pupils including those with special educational needs and those who speak English as an additional language are well supported in their learning and make good progress.
145. There is a good policy and comprehensive scheme of work to secure the development of pupils' skills, knowledge and understanding. The school has adopted the QCA scheme of work with some modifications to account for the topics that are covered in each year. Teachers make good use of computer programs to support and enrich pupils' learning in a range of other subjects. The pupils in Year 4, for example, had produced some particularly spectacular paintings of peacocks. In Year 5, pupils had created effective pictures in the style of Kandinsky.

There are very good procedures to assess pupils' attainment and monitor their progress as they move through the school.

146. The subject leader is well qualified and has a clear view for the development of this subject. She monitors teachers' planning, samples pupils' work from each year group and checks assessments to ensure intended outcomes are being realised. She provides training for the staff and acts as a consultant in meetings and on a daily basis. As a result of her work, the school has made considerable progress since the last inspection and pupils are making good progress in

their learning.

FRENCH

147. French is taught to all year groups in Key Stage 2 for periods of 40 minutes. Classes are split in half, swapping with music each half term. Attainment is average and progress mainly satisfactory with standards being maintained since the last inspection.
148. In Year 4 and 6 pupils respond in French in the context of classroom routines which are frequently rehearsed. These strategies are effective as the pupils gain in spontaneity with the frequency of use. They recall vocabulary from previous lessons and show understanding of basic language within familiar themes. They respond to simple questions related to greetings, name, age and items on the date and day of the week. Standards in pupils' pronunciation are appropriate and are reinforced through constant oral practice.
149. The majority of pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress. They are keen learners, show interest and are attentive during lessons. Pupils relate well to the teacher and to each other.
150. The quality of teaching is generally good and appropriately focused on developing pupils' oracy skills as the prime aim. One distinctive strength in the teaching is the effective use of resources to enhance pupils' learning. These were used effectively in one lesson based on the Red Riding Hood story and the pupils were excited by the prospect of impersonating the characters and acting out the dialogue using the props provided. Good use is also made of songs as a basis for exploring topics but not sufficient use is made of these as a vehicle for learning in their own right. Where teaching is less effective, this is due to the demands made on pupils when they are expected to use language that they have insufficiently practised.
151. The teacher keeps abreast of developments in modern languages and has identified further developments in the subject. This includes the incorporation of the QCA guidance. Appropriate assessment arrangements take place half termly but these need to be linked more closely to the objectives in the units and focus more on the different aspects of the subject.

MUSIC

152. Pupils' attainment in music is above what is expected at seven and 11. This represents a substantial improvement since the last inspection when it was unsatisfactory except in singing. The majority of pupils including those with special educational needs and English as an additional language make good progress as they are increasingly exposed to a range of opportunities of instrumental practice and a range of music making. All the pupils taking part in extra musical tuition enjoy the sessions and are highly motivated and keen to improve their skills.
153. The school has moved from a specialist providing most of the teaching to class teachers taking on this responsibility. The improvements in standards have been due to staff training, the adaptation of the QCA scheme of work and the balanced focus on the different strands so that listening and appraising become more integrated. This is reflected in the good standards of knowledge and understanding displayed in music appreciation books kept by pupils in Key Stage 2.
154. Pupils in Year 1 investigate rhythm by clapping different patterns. They copy each other and try these on percussion instruments as they take turns acting as conductors. Pupils play fast and slow and soft and loud sounds as they respond to signals from peers. In assembly, pupils sing confidently and demonstrate knowledge of a range of songs. They modulate their voices appropriately to sing softly and loudly. Pupils in Year 4 listen to two pieces of music and describe how the music makes them feel. They explore different combinations of pitch sounds and choose percussion instruments to compose a tune using a different series of notes. Pupils show skills in collaborating on a group task as they negotiate which sounds to play and rehearse their piece before presenting it to the rest of the class. In assembly, pupils in Key Stage 2 show well-

developed skills in two-part singing and modulate their voices effectively with a clear echo of chorus and strong voices in the final verse.

155. The quality of teaching and learning is good. Singing is well taught throughout the school with regular opportunities in both key stages. Learning objectives are shared with the pupils and effective explanations and demonstrations enable pupils to develop a good grasp of the key elements. Teachers build effectively on skills and knowledge acquired previously and provide ample opportunities for pupils to practise and improve their performance. In the best teaching, good subject knowledge and high expectations enable pupils to work effectively on group compositions which they share with their peers.
156. The provision for music is greatly enhanced by the range of extra-curricular activities on offer and the many opportunities pupils have to practise and improve their singing. Clubs include a small choir, piano and violin tuition. Pupils also take part in musical and drama productions. The co-ordinator has a good overview of the subject and has used her monitoring of pupils' work to good effect. She provides effective guidance to her colleagues and staff development opportunities that are having a positive impact on standards. Assessment is well used to group pupils with an emphasis on encouraging and motivating boys in singing. Pupils have benefited from working with a professional orchestra and opera group. Links with a special school have provided pupils with good character building and enabled them to perform to an audience of pupils with severe special educational needs.

PHYSICAL EDUCATION

157. By the end of both key stages pupils, including those with special educational needs and those who English as an additional language, achieve average standards.
158. By the age of seven, pupils travel using their hands and feet, walking, jumping, tummy down and tummy up. They use the space well, stretching, curling and using different parts of their bodies. They stretch their legs in front of the body and curl into a ball before exploding into a star shape. Pupils in a Year 2 lesson working on a dance theme of 'The Circus' demonstrated satisfactory levels of control as they danced like a tightrope walker, moving with small steps and large wider steps using their arms to balance. The pupils were enthusiastic and responded well to praise.
159. By the age of 11, pupils have experienced a wide range of activities and games and the school takes full advantage of the restricted playground and small hall where teachers introduce pupils to a number of sports, including netball, football and cricket. In a dance lesson in Year 6, the pupils expressed themselves through language and physical movement. The main activity was related to traditional Irish dance steps. Responding to the music the pupils performed more complex movement patterns with a growing sense of style. The strength of the lesson was the challenging task and the commitment of the pupils to succeed.
160. The quality of the teaching and learning is good at both key stages. In the good teaching the pupils are fully challenged. They evaluate and improve their performances. In a good lesson in a Year 3 class the teacher prepared the pupils for the lesson through the provision of a range of warm-up activities. During the lesson the pupils developed their dance skills, linking ideas to create simple dance phrases related to a machine. The most effective groups improvised and translated their ideas from a stimulus into a complex movement sequence. All the pupils worked enthusiastically to create their machines. The teacher effectively used pupils' performances to help others to evaluate and improve their dances. In some satisfactory lessons insufficient opportunities are provided to warm up the pupils thoroughly at the start of lessons. This has an adverse effect upon the pupils' readiness to perform well in more static exercises, for example, weight bearing and balancing in gymnastics and dance.
161. Pupils' techniques are improved in football by the coaching led by Fulham Club's Development Officer who supports pupils from Year 1 to Year 6. The pupils learn the skills of heading, ball control and the use of space as well as learning to throw and catch the ball from different distances. They are keen to learn and make good progress with their skills. Boys and girls are also provided with cricket coaching. They develop their bowling, batting and fielding skills with

enthusiasm and they make good progress. Netball practice is held weekly. Swimming is taught in Key Stage 2 and by the time they leave the school the vast majority of pupils swim 25 metres.

162. Although the amount of time within the school day allocated to physical education is sufficient to cover the programmes of study in physical education, it does not allow enough time to develop fully the skills in games, gymnastics, swimming and dance. The school is very successful in motivating pupils to participate in a wide range of activities. Physical education plays a strong role in the development of social skills, for example when pupils compete in inter-school sports activities. The subject co-ordinator, who is also the headteacher, is enthusiastic and is extremely active in providing the pupils with the wide range of activities that they enjoy.