

# INSPECTION REPORT

**ARCHBISHOP SUMNER CE PRIMARY  
SCHOOL**

Kennington, London

LEA area: Lambeth

Unique reference number: 100609

Headteacher: Mr Richard West

Reporting inspector: Mrs Sonja Öyen  
7167

Dates of inspection: 8 –10 January 2001

Inspection number: 193372

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior with Nursery
School category:	Vountary aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Reedworth Street Kennington London
Postcode:	SE11 4PH
Telephone number:	020 7735 2781
Fax number:	020 7820 8801
Appropriate authority:	Governing body
Name of chair of governors:	Miss Janet Wells
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7167	Mrs Sonja Öyen	Registered inspector	Foundation Stage Information and communication technology Music Equal opportunities English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9457	Mrs Gillian Bindoff	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21910	Mr Gordon Longton	Team inspector	Science Art and design Design and technology	
20877	Mr David Pink	Team inspector	English Geography History Special educational needs	
30717	Mr Gordon Tompsett		Mathematics Physical education	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport SK8 1BB

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Archbishop Sumner CE Primary is an inner city voluntary aided Infant and Junior school with a 35 place nursery. At the time of the inspection 15 nursery children attended fulltime and 10 children came to either the morning or the afternoon sessions. The school has 209 pupils, making it similar in size to many other primaries, and has a waiting list. Although there are a similar number of boys and girls overall, in Year 3 there are more than twice as many boys as girls. In the reception, Key Stage 1 and Year 6 classes the girls outnumber the boys but the boys outnumber the girls in Years 4 and 5. Just under eighty per cent of the pupils are of Black African and Black Caribbean heritage. 113 pupils (just over 50 per cent and well above the national average) have English as an additional language and 33 pupils receive support in developing their spoken English. The pupils live close to the school and most are in rented housing. Seventy six pupils (35 per cent) are eligible for free school meals which is above the national average but lower than the average in Lambeth. When they start school, the pupils' knowledge and skills vary but are generally lower than expected for their age especially in language and literacy. There are 46 pupils (21 per cent) identified as having special educational needs predominantly in language, emotional and behavioural difficulties and learning difficulties. Sixteen pupils receive support from external agencies and two pupils have a statement of special educational needs. The school is in the Lambeth Education Action Zone and Health Action Zone. It also benefits from participation in the Excellence in Cities initiative.

### **HOW GOOD THE SCHOOL IS**

Archbishop Sumner is a caring school and gives satisfactory value for money. It is very effective in sustaining good standards of pupil behaviour. As a result, the school is calm; pupils are able to learn and to benefit from good teaching in many lessons. Good leadership from the headteacher and key staff is ensuring that established procedures and systems continue even though the school is experiencing many changes in staffing. The youngest children get off to a good start but the school is not as effective in promoting good achievement in all classes. Standards are rising slowly in English and mathematics and getting closer to average standards in similar schools. The school has been more effective in raising standards in science.

#### **What the school does well**

- From the nursery onwards staff work very effectively and successfully with pupils to raise their self-esteem and their ability to get on with others. Pupils respect the clear expectation that they come to school to learn and to behave well.
- The good provision in the nursery and reception classes gets children off to a good start in learning.
- There is much good teaching throughout the school especially for children in the reception year and pupils in Year 1 (this teacher has now left) and Year 5.
- Pupils like school and concentrate well particularly when the work is practical.
- The governors, headteacher and key staff have a sound grasp of what the school does well and what needs to be improved.

#### **What could be improved**

- Standards in English, especially pupils' skills in listening and speaking, reading for information and writing.
- Standards in mathematics, particularly pupils' ability to handle and use number confidently and competently.
- Key Stage 2 pupils' achievement in information and communication technology, music and history.
- The effectiveness of the coordination of the curriculum in raising standards.
- The quality of teaching to that of the best in the school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was taken out of special measures in December 1998. Since then it has made satisfactory progress overall with good progress in sustaining the procedures to promote pupils' good behaviour. Training and support for teachers has improved the quality of teaching overall and positive effects are seen in the upward trend in standards and in the increased use of computers. In the last four terms the school has lost half of the teaching staff who benefited from this training and has not been able to appoint suitably trained and qualified permanent teachers of the quality it seeks. The school has lost some of the impetus reported in the 1998 report. Senior staff are shouldering much responsibility for school improvement, the development of the curriculum and for supporting new colleagues. The school's priorities for action are relevant but the focus has now rightly shifted even more to the need to strengthen the quality and consistency of teaching.

## 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	E	C	E	D
mathematics	E	B	E	E
science	E	C	E	D

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The good standards of 1999 were not sustained in 2000. The pupils had much ground to make up from unsatisfactory progress in previous years. Although a few pupils did better than expected for their age, too many did not and this lowered the overall standard. The school exceeded its targets for Level 4 attainment in English and science but standards were not as good as those of most similar schools. The school failed to meet its target in mathematics and standards fell to well below those of similar schools. Inspection evidence indicates that pupils' attainment remains lower than expected for their age in English and mathematics and the school's targets for 2001 are ambitious. The pupils are not making fast enough progress to raise standards but the school intends to run the same programme as last year that boosted progress and pupils' performance in the tests. Over the last four years standards in science have risen more sharply than seen nationally. The dip in 2000 was not as severe as in English and mathematics. Inspection evidence shows that standards are now close to the national average.

Children's attainment when they start in the nursery and reception classes is lower than expected for their age. They get off to a good start especially in personal, social and emotional development. When they enter Year 1, many have started reading and writing independently and count confidently. Progress at Key Stage 1 and 2 is inconsistent and reflects disruptions to pupils' learning from changes in teaching staff. The good progress made by pupils in the reception, Years 1, 5 and 6 shows what can be achieved through good teaching.

Standards in information and communication technology and in music are satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. Pupils have too little time to use the computers or to compose and perform music. In history, Key Stage 2 pupils' achievement is hindered by their poorly developed research skills. In art, design and technology, geography and physical education, standards are satisfactory.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy school and work with a will when their interest is caught. Many are keen to do well and try hard to do their best.
Behaviour, in and out of classrooms	Good; pupils generally behave well in class and around school. Many let their attention wander and in all year groups there are several pupils who are quick to lose their self-control.
Personal development and relationships	Good; pupils play and work in harmony. Older pupils take their role responsibly in hearing younger ones read. Pupils are less skilled in organising their own learning.
Attendance	Satisfactory; a significant number of pupils are late for sessions and miss the beginning of daily literacy or mathematics lessons.

## TEACHING AND LEARNING

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

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

Teaching is satisfactory in nearly all lessons. This is an improvement since the last inspection. In just over half of lessons, the teaching is at least good and there is very good teaching in one lesson in twelve. The good teaching, most prevalent in the reception class, Year 1 (the teacher has now left) and Year 5, boosts pupils' progress and helps them to achieve well. Year 5 pupils are making up the progress lost last year, especially in English. Where the teaching is enthusiastic and sets a good pace, the pupils are enlivened and they learn quickly. The quality of teaching is not consistently good throughout the school and not all the teachers have been sufficiently well trained in teaching English and mathematics to ensure that pupils make good progress and standards consequently rise. The three per cent of unsatisfactory teaching reflects this weakness in the teaching for Year 3 and 4 pupils. The good teaching for pupils with special educational needs when they are withdrawn from class enables them to make good progress in reaching the targets in their individual education programmes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, although the school is unable to meet all the National Curriculum requirements for information and communication technology as it does not have all the necessary equipment. Music is given little time. The provision for extra activities is good.
Provision for pupils with special educational needs	Satisfactory; pupils are given much support in class by teachers and classroom assistants. This helps to keep their attention but the work does not always take their needs fully into account.
Provision for pupils with English as an additional language	Satisfactory; most pupils do not need support in learning English. The school does not do enough to increase all pupils' fluency and command of spoken English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; the headteacher takes a strong lead in expecting the pupils to consider others and to behave sensibly and responsibly. Pupils are encouraged to take pride in who they are and what they achieve. Less is done to foster pupils' awareness of life in other communities.
How well the school cares for its pupils	The staff have the pupils' interests at heart and staff who have been at the school a long time know the pupils' families well. There are excellent systems to encourage and reward pupils' good behaviour.

The school places high priority on developing pupils' knowledge and skills in English, mathematics and science. Too little focus is given to developing pupils' skills in using information and communication technology as a learning tool in all subjects. The nursery and reception classes work closely with parents to foster the children's interest in books. The school consults parents regularly about school matters but only a small number of parents attend sessions to inform them about the curriculum.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher has successfully set the direction for the school and established effective working practices. Much is done by the staff as a whole and key staff are managing their responsibilities conscientiously.
How well the governors fulfil their responsibilities	The governors are very supportive and fulfil their statutory duties except for issuing a school prospectus. They are taking a critical stance in ensuring that the school is making progress.
The school's evaluation of its performance	Good; the school analyses test results and compares itself with others; targets are set for pupils and curriculum changes made. Changes in staffing necessitate even closer monitoring of the quality of teaching and learning to ensure that the school continues to move forward.
The strategic use of resources	Good; prudent use has been made of the budget and grants to improve school facilities, to enrich the curriculum and to provide support staff. The school benefits substantially from its involvement in the Education Action Zone especially in developing the ICT curriculum.

The school is fortunate in occupying a site that provides a wild life area and different playing surfaces. The planned building of new classrooms to replace temporary ones will bring Year 1 and 2 pupils back into the main school. The headteacher and deputy have sets high standards for the quality of display and this provides a cheerful tone of celebration. The school implements best value principles satisfactorily.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are making good progress.</li> <li>• They are kept well informed as to how their child is getting on. Members of staff are friendly and approachable.</li> <li>• The school expects their child to work hard and encourages them to do work at home.</li> <li>• The school is well led and managed.</li> <li>• All care about the children and help them to become mature and responsible.</li> </ul>	<p>Very few parents raised concerns :</p> <ul style="list-style-type: none"> <li>• The range of extra curricular activities and outings.</li> <li>• The increasing turnover in teachers.</li> </ul>

The inspectors agree with the parents' positive views. The school expects pupils to do well but not all are making good progress in all classes in all subjects. Concerns about extra activities and outings are not borne out. Over the year pupils take part in many different activities. The governors and headteacher are trying hard to appoint experienced teachers to replace those who have gained promotion or moved to another part of the country.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. When children come into the nursery, their levels of attainment are below what is expected for their age. They settle quickly and make at least satisfactory progress in all areas of learning. Progress is best in personal, social and emotional development as the staff encourage the children to make their own choices, to get on well together and to take care of their own needs. For those who move into the reception class, progress is good due to the good quality of teaching especially in language and literacy and mathematics. By the end of the reception year, many are close to the level expected for their age and a few do better than this. A significant number are well below average especially in their awareness of reading and writing and number. Most have made good progress in developing fluency in speaking English although several say little when answering questions or talking with adults.
2. The school's overall results in the 2000 end of Key Stage 1 national tests are poor when compared with the average of all schools. The mathematics results place the school in the lowest five per cent of schools. When compared with similar schools, the results are average in reading but well below average in writing and mathematics. The results contrast sharply with those of 1999 when the school came close to the national average in reading and writing and exceeded it in mathematics. The dip in standards in 2000 broke the upward trend seen in the previous three years.
3. As seen nationally, the Year 2 girls did better than the boys in reading, writing and mathematics but the gap between the boys' performance and that of boys nationally was marked in writing and mathematics. In the year group, there are almost three times as many boys as girls and a significant number of boys have been identified as having special educational needs in reading and writing. The boys did not do as well as the teachers expected them to especially in writing and mathematics. The test results indicate that nearly half of the boys were still in the early stages of writing and number work. Information from LEA analyses of test results indicates that, compared with the LEA average, pupils of African heritage are not performing well enough in reading, writing and mathematics. Inspection evidence shows that the boys have made satisfactory progress in the Autumn term in Year 3 but have not caught up fully with others of their age.
4. The test results hide some success. In reading, the percentage of pupils who reached Level 2, the level expected for their age, was close to that of most other schools. Teacher assessment of pupils' attainment in science was also close to the national average and showed a rise in standards compared with 1999. The good teaching seen during the inspection for Year 1 pupils points to one factor why the reading results are as good. Parents also play a role as many conscientiously hear their children read at home.

5. At Key Stage 2, the rate of progress varies. Scores from tests carried out in each year group show for example that last year, many Year 4 pupils marked time and did not achieve as well as they should given their good progress and test results at the end of Key Stage 1. This year group have had mixed fortunes as they moved through the school with several supply teachers. They are now making up for lost time in Year 5 where they benefit from the good teaching and firm management of the deputy headteacher.
6. The school is aware that, as seen last year, the Year 6 pupils are starting from low attainment. Their Key Stage 1 test results were well below the national average. The pupils have much to catch up and their teacher works hard to prepare them for the tests. School analysis of the Year 6 pupils' progress last year shows that they made good progress in a short time and the school met its targets for Level 4 attainment in English and science but not in mathematics.
7. The school's overall results in the 2000 national tests for eleven year olds were well below the national average in English, mathematics and science. When compared with similar schools, Archbishop Sumner was below the average in English and science, and well below in mathematics. The school also did badly compared with most other primary schools in Lambeth. Having achieved good standards in 1999, the 2000 results dropped back to the 1998 level except in science where the boys' better attainment meant the dip was not as marked as in English and mathematics.
8. The higher attaining pupils achieved well and reached Level 5 in all three subjects although more succeeded in science than in the other two subjects. The very small number of pupils who attained high standards reduced the school's overall results. When compared with national results, the boys did less well in reading than in writing, and as seen nationally, not as well as the girls. In mathematics and science, this was reversed.
9. Improvement in standards in English, mathematics and science at Key Stage 2 has been an erratic process. Good progress in 1999 in all three subjects was followed by a fall in 2000. Inspection evidence shows that the attainment of the current Year 6 pupils overall is lower than expected for their age in English and mathematics. Given pupils' current attainment, the school's targets for Level 4 attainment in the 2001 national tests are ambitious but the school intends to run the same programme which last year boosted pupils' performance and attainment.
10. In science, standards are satisfactory. Most Year 6 pupils are attaining Level 4 as expected for their age. The upward trend in science is due to an increased emphasis throughout the school in teaching pupils scientific terms and helping them to explain and describe what they see. They are being encouraged to predict what might happen and to evaluate their own findings. This is ensuring that pupils not only make steady progress in acquiring scientific knowledge but also skills in carrying out investigations. The boys enjoy science and this accounts in large part for their better achievement.
11. Standards are lower in English and mathematics because the quality of teaching is not consistently strong enough to boost progress and lift standards. By Year 6, most pupils read fiction confidently and fluently. They are not as skilled in reading and using non-fiction texts. Older pupils have not developed the self-checking strategies needed to recognise a lack of understanding of words and phrases and to correct spelling and grammatical errors, and slips in number calculations. Many take too long to complete their work and standards of presentation vary considerably. Year 6 pupils have little experience in drafting their work and developing an extended story. Their work often

lacks the liveliness and diversity expected of eleven year olds. In mathematics, the pupils' slowness in applying their number skills to problems means that pupils do not always achieve as well as they could.

12. Standards reached by the older pupils vary in other subjects. In information and communication technology (ICT), standards are unsatisfactory. Pupils have had little experience of using the computers and the school does not have the full range of equipment to ensure that pupils achieve the level they should in all aspects of ICT. Many pupils have access to computers at home and their achievement in school does not reflect fully what they know and can do.
13. In art and design, design and technology, geography, history and physical education, pupils do as well as expected for their age. In music, the pupils do not achieve well enough and standards are lower than expected for eleven year olds. However, the pupils enjoy music and there is considerable potential for standards to be higher. This is also the case in history where pupils' poorly developed research skills weaken their ability to find things out for themselves.
14. Pupils with special educational needs at Key Stages 1 and 2 make at least satisfactory progress over time. They often achieve well in lessons when they are withdrawn from the class to work with the special needs coordinator. They are sensibly supported and gain a lot of confidence especially in using their knowledge of letters and their sounds to work out new words. This progress is not always sustained when they return to class because class teachers do not always provide work that they can do without adult support.

### **Pupils' attitudes, values and personal development**

15. Pupils have good attitudes to their learning. They enjoy school and take an active part in the activities provided. After-school activities are popular, especially football and gospel singing and Year 6 pupils were very enthusiastic about their residential visit last year to Swanage.
16. Standards of behaviour are good. Pupils behave well in lessons as a result of good class management by the adults. The pupils relate best to permanent staff and show insecurity when temporary teachers take the class. A small number of Year 2 pupils, more often boys, were "testing the water" as they were in their first week with a new teacher. They were occasionally inattentive and slow to respond to instructions but also keen to be noticed and praised when their attention was caught. In all year groups there are a few pupils who occasionally lose their self-control but the teachers and other pupils show a good level of tolerance whilst making it clear that such behaviour is not acceptable. In the last school year, four boys were excluded for 12 fixed periods due to their behaviour. The school's high commitment to inclusion meant that no pupil was permanently excluded. Throughout the school, the pupils behave extremely well when they are involved in practical activities such as drama, computer work and art.

17. Pupils' personal development is good. Positive attitudes are successfully encouraged from the nursery and reception class onwards. The warm welcome, smiles and open attitude of the early years staff ensures that the youngest children settle quickly and are soon immersed in class activities. Parents felt little need to stay with their child even in the first days of attending the nursery. There were also many smiles in the reception class when the teacher asked the adults bringing the children what they thought about the speed of their children coming in, hanging up coats and choosing something to do. In the Nursery, the children are praised for what they do such as 'sitting beautifully' and are encouraged to take responsibility for tidying away what they use and carrying out classroom tasks including taking the register to the office. Where the teachers share their high expectations of behaviour with the pupils, and recognise the need to vary the pace and organisation, the pupils work hard, are anxious to please the teacher, and keen to contribute their ideas. In a Year 5 lesson when pupils were given clear information about what they needed to do to improve their handwriting and presentation skills, they settled quickly to their task, took great care and were justifiably proud of their finished work.
18. Pupils are polite and friendly. At playtimes pupils from all backgrounds get on well together. There is some boisterous play and pupils complain of being teased but generally, the relationships between the pupils are good. No incidents of bullying or racism were observed during the inspection and pupils expressed confidence in being able to tell adults in the school when such problems arise. In class, pupils work well in pairs and small groups. Two Year 2 boys on the computer took it in turns to use the keyboard and constantly chatted to each other to confirm that what they were doing was right. Pupils respond well to the good role models provided by staff. For example, children who started in the reception class in September were asked to look after the 'new' pupils and to help them to settle in to the class routines. They then took much care to make sure that these children knew what to do. Older pupils have developed good partnerships with younger pupils in the weekly shared reading sessions. They take their responsibilities as 'teachers' seriously and respond well to the younger pupils' needs and questions.
19. Pupils generally show respect for each other and listen well as in assembly when pupils were sharing their hopes for the future. Pupils also show respect for different faiths and lifestyles. The pupils, especially in Years 5 and 6, are developing mature attitudes to their responsibilities as citizens. They understand their accountability to their year groups as elected members of the School Council and see the Council as a good forum for their views. As members, they have initiated several worthwhile schemes within the school including a competition to promote tidiness in classrooms. They are aware of environmental issues and have a scheme to collect paper from classrooms for recycling. In contrast to this, the pupils are not gaining skills as independent learners. They do not have enough opportunities to organise their own learning or to show they can be trusted to take responsibility for their own work. Year 5 pupils, for example, would like to use the school's library but have few opportunities to do so. Similarly, pupils are aware that they have little time to use the computers.
20. Levels of attendance are satisfactory at just below the national average. A problem is the pattern of absence and lateness in most classes which has a negative effect on pupils' progress. Each morning a significant number of pupils arrive after the registration period. This disrupts the first teaching session, usually the literacy hour or the daily mathematics lesson. For some pupils this means they regularly miss the shared story reading or the mental mathematics.

## HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching overall is satisfactory and much is good. In 97 per cent of lessons seen, the teaching was satisfactory or better. In two lessons, both at lower Key Stage 2, the teaching was unsatisfactory. The quality of teaching has improved considerably since the HMI inspection in 1998 when one in five lessons was judged to be unsatisfactory. The headteacher and deputy headteacher have monitored teaching and helped teachers recognise what works well and how aspects can be improved to reflect the content of the school's teaching and learning policy. A common emphasis on firm discipline and the sharing with pupils of the lesson purpose give a high degree of consistency to lessons. As a result, the percentage of good teaching or better has more than doubled from 25 to 53 per cent with very good teaching accounting for 12 per cent overall. Good teaching is most prevalent in the reception class and in Years 1 and 5.
22. There are differences between and within the key stages. The quality of teaching for the children in the Foundation Stage is good overall but is stronger in the reception class than the nursery. The children learn well because the teachers and assistants have a good awareness of how to talk to and engage young children. They work effectively as a team and interact skilfully with groups and individuals to encourage them. This provides good support for those who are learning to speak English and also those who are not as confident or who have special needs such as hearing loss. The teachers plan together and there is consistency in approach and focus. Although the planning is very detailed and well linked to the children's stage of development, it does not always show how the teaching and provision will be different for those children who have just started compared with those who have already been in school a term.
23. At Key Stage 1, the good overall quality was largely due to the consistently good and very good teaching of the Year 1 teacher in all subjects. The Year 2 teacher was in her first week with the class and was still getting to know the pupils while establishing new routines. There were promising elements of good practice especially in the different strategies used to keep the pupils' interest and in the way the pupils were encouraged to take responsibility for organising their own learning as in finding information on a CD ROM.
24. At Key Stage 2, the teaching overall is satisfactory. It is good or better in four lessons in ten and very good in one in eight. No teaching was seen in design and technology and geography. In history, ICT and music, the pupils do not achieve as well as they might, as the level of challenge is not always high enough, especially for the higher attaining pupils. In art, physical education and science, the teaching is often good and occasionally in physical education and science, very good. The pupils enjoy the practical nature of these subjects and they learn quickly when the teachers encourage them to try things out. In science, the teachers' questions help the pupils to form their own predictions and later to evaluate their findings.
25. In English and mathematics, there are aspects of good practice in most lessons but the teaching quality is not sufficiently strong to ensure that pupils' progress is consistently good to raise standards significantly in each year group. Pupils' learning picks up at upper Key Stage 2 because of the higher quality of purposeful teaching. In Year 6 the focussed teaching in the spring term helps pupils to review what they know and to prepare themselves for the national tests.

26. Throughout the school the rate of pupils' learning and their achievement is very closely linked to the quality of the teaching. In all the lessons where the teaching was good or very good the pupils' showed a real interest in learning and all made marked progress. This was well exemplified in a physical education lesson for Year 6 pupils. The teacher's good subject knowledge, lively pace and imaginative challenges not only meant that a lot was achieved in a short time but that pupils exerted themselves to improve their movements using tension and counter tension. The teacher encouraged the pupils to evaluate their own performance. Her query of "Are you successful?" prompted pupils to think but was also a good ploy to manage the behaviour of a few and keep all on task.
27. In all classes, good relationships between teacher and pupils and the teachers' good management of pupils' behaviour typifies the teaching. Even in the unsatisfactory lessons, the teachers maintained good control and the pupils were left in no doubts as to how they were expected to behave. All the teachers make effective use of praise and encouragement but in the most successful lessons, the teachers maintained the pupils' attention and interest more through pace and subject related aspects rather through reminders and complaints. The reception teacher, realising several children were beginning to fiddle and fidget, caught their attention again by saying "Help me out children ... what comes next?". Her running commentary on what was happening revived everyone's interest and also helped to show how to solve the problem of ordering numbers to ten correctly. The tactic of keeping a brisk pace also characterised very good lessons at Key Stages 1 and 2. The Year 1 teacher used her eyes and face very effectively to reward pupils with smiles, nods and winks as they counted in different ways. The pupils enjoyed the challenges, such as counting with a French accent, and were eager to know what was coming next. Similarly, Year 5 pupils' interest and desire to perform were well fostered by their teacher's dramatic reading of a poem and her pleasure in their responses. Her enthusiasm, ideas and quiet praise fed the pupils' confidence and willingness to be inventive. As a result, all made very good progress in interpreting the poem and appreciating its content.
28. Not all English and mathematics teaching is of the same good standard. The school has invested much time and energy in providing additional training in literacy and numeracy. This has been beneficial in highlighting effective ways to interest pupils in reading and number. Guided reading sessions are usually well led with good questioning of pupils' understanding of what they read. This is reinforced by related work completed at home.
29. New teachers to the school, especially those who did not train in England, have not had the same programme of professional development. This means that not all have the depth of knowledge needed to ensure that pupils understand how language works and to see relationships between numbers. This is of particular concern at lower Key Stage 2 as so many pupils leave Key Stage 1 still needing substantial teaching in how to work out unfamiliar words and how to write what they wish to say. In the two unsatisfactory lessons, the teachers assumed too much about what the pupils knew. They had not prepared well enough to give the pupils practical help in a step-by-step manner to help them to realise new concepts and apply known skills. As a result, the pupils were not sure of what they should do, had difficulty in carrying out their tasks and made minimal progress. Following discussions with others, the teachers revised their plans. They provided relevant activities that supported the pupils' learning and ensured satisfactory progress in the next mathematics and literacy lessons.



30. The teachers have given time and thought to organising their rooms and displaying the pupils' work. The use of the computer to publish pupils' writing provides a good model for the pupils but not one that they often have the opportunity to emulate for themselves. All the teachers prepare their lessons well. Not all, however, follow the timetable and lessons overrun and squeeze the time planned for other subjects. Too often, lesson introductions are too long and pupils then have too short a time to complete the work set. Many pupils are frustrated when they have to stop before finishing while others accept that work does not have to be completed. Over time, this weakens pupils' good attitudes to work and their levels of achievement.
31. A common weakness, already identified by the school, is the tendency of the teachers to tell the pupils rather than to use questions to draw out from them what they know. Too many teachers ask questions which merely require one word or short responses. When the pupils are asked to say more or to explain their thinking, gaps in their learning and in their ability to express themselves clearly often become more apparent as in a Year 6 lesson when pupils tried to describe their musical preferences. The lack of critical questioning also diminishes the quality and value of many plenary sessions in literacy and mathematics lessons. Too often these are sharing work times rather than the explicit review of what has been learnt and what pupils need to remember from the lesson. The teachers often miss chances to use information on display to remind pupils or for pupils to apply and develop reading, writing, number and ICT skills in other subjects.
32. The work of the teaching support staff is very valuable. In classes where there has been a change of teacher, the classroom assistant provides the stability that many pupils need. All have good relationships with the pupils they support, and their encouraging, unobtrusive manner gives pupils confidence in approaching their learning. They command authority and respect from the pupils and act as good role models.
33. Pupils with special educational needs are taught well in the small withdrawal groups. They are given sensitive, encouraging support by the special needs teacher who has a good understanding of individual needs. The work is geared to individual targets and pupils receive much praise when they do well. The pupils enjoy the sessions and they work hard to please the teacher. In class, the level of support is more variable. In literacy and mathematics lesson, pupils are grouped by attainment and the work is usually at an appropriate level of difficulty. In other subjects, the pupils are often expected to do exactly the same as the rest of the class and need adult support to do so. This means that the teacher has little time to spend with others, especially the higher attaining pupils who sometimes find the task too easy.

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

34. The overall quality and range of learning opportunities is satisfactory. In response to the key issues from the last inspection to raise standards, the school allocated most time to the teaching of English and mathematics. The reorganisation of the timetable at Key Stage 2 has provided a third hour-long lesson in the mornings and resulted in a more balanced coverage of subjects over the week. Even so, subjects such as music and design and technology are often squeezed especially when afternoon lessons overrun. This narrows the curriculum and lessens the opportunities for pupils to show personal expertise in the practical subjects.

35. The school has recently adopted much of the national guidance for the different subjects and has developed a strong programme for personal, social and health lessons to include sex education and drugs awareness. Visits by doctors and health staff as part of the Health Action Zone initiative add to the quality of this aspect of the curriculum. The school meets National Curriculum requirements in all subjects except in information and communication technology. The school lacks the resources to ensure pupils have experience in control technology. This was also an issue in the last inspection but the school is bidding for funds to bring the school up-to-date with the latest equipment.
36. The curriculum is sound for children in the nursery and reception class and is well rooted in learning through play and practical experiences. A strength is the very detailed planning and conscientious coverage of the required curriculum for children in the Foundation Stage. Due attention has been given to the development of children's skills on a term-by-term basis and good use is made of themes to link the activities. This provides a well thought out curriculum over two years and ensures that those children who join the reception class from the nursery do not repeat similar work. Most emphasis is given to language and literacy, mathematics and personal and social development and this promotes at least satisfactory progress and ensures the children get off to a good start in reading and number. Not enough focus is placed on children's knowledge and understanding of the world, especially in investigating the natural world.
37. The school follows the teaching framework of the National Literacy and Numeracy Strategies. This is bringing consistency and structure to how the subjects are taught but there are gaps in curriculum coverage such as data handling in mathematics. At Key Stages 1 and 2, there are long and medium term plans for all subjects which give a clear indication of what is to be taught. These plans do not always show clearly how the literacy and numeracy skills taught in daily lessons are to be used and developed in other subjects. The introduction of a homework scheme in mathematics is providing useful practice examples for pupils to do at home.
38. Funding from the Education Action Zone supports the good range of extra-curricular activities which includes different sports as well as a gospel choir, art club and contemporary dance group. The activities are very popular and have a positive effect on the pupils' learning. Although most of the clubs are age restricted, they are well supported by both boys and girls and the school has gained a good reputation for success in sporting competitions.
39. The contribution of the community to pupils' learning is good and the school has developed productive partnerships with other educational establishments such as Roehampton Institute. Local clergy come into school to take part in assemblies and parishioners as well as volunteers from Sainsbury's hear pupils read. Links with the local secondary schools and good liaison with other primary schools provide useful opportunities for teachers to exchange skills and good practice. The school's location in an Education Action Zone has been highly productive in widening pupils' opportunities, especially in information and communication technology, and in providing greater opportunities for pupils to visit places of interest.

40. The provision for pupils' personal development is good and is valued by parents. All those who returned the questionnaire agreed that the school helps their children to become mature and responsible. A strong feature of the school is the successful way it recognises the different cultures and values of the community it serves and also promotes good racial and social harmony. The headteacher and staff place high emphasis on the notion of the school as one family - "all people in school are brothers and sisters to one another" and this is borne out in the good relationships between adults and children and the often high self esteem of the pupils.
41. The activities that support pupils' spiritual, moral and social development are good. This is an improvement since the last inspection. The headteacher and deputy headteacher take a strong lead in helping pupils to realise their own spiritual beliefs and values within the Christian ethos of the school. In assemblies pupils are encouraged to reflect on their thoughts and the lighting of a candle helps to set an atmosphere of reverence. Displays around the school celebrate and explore the concept of personal roots, of religions other than Christianity and ways that their communities explain life and natural events. With the beginning of a New Year, all pupils were being encouraged to think about what they wished to achieve.
42. From starting in the nursery, pupils are encouraged to consider others and to help one another. Many do this in a quiet, positive and often unobtrusive way. The practice of older pupils weekly sharing books with the younger ones is very effective in developing good relationships between year groups and also in developing a sense of personal responsibility and accountability. In lessons, the teachers often organise pupils into groups to work on tasks together and also allocate responsibilities to aid the smooth organisation and routines of the class. The Year 1 teacher's repetition of how the two pupils were to conduct themselves as they took the register to the school office, not only reassured the pair but also set the tone for the whole class. Such expectations of behaviour are reinforced by an elaborate and effective system of rewards and sanctions which are prominently displayed throughout the school and stringently applied. The headteacher takes a visible lead in ensuring that pupils know right from wrong and that "time-out" is not just an idle threat. As a result, the pupils know exactly what is expected of them and most behave well most of the time. The regular meetings of the School Council give all pupils a voice and an understanding of their responsibility as a "school citizen". Sessions where the whole class discuss issues such as bullying and its effects bring into the open aspects of racism, exclusion and how to deal with them.
43. The provision for pupils' cultural development is satisfactory. There are good elements in the way the school highlights aspects of the community's cultures especially in music and art. Displays in school show the work done by pupils as part of Black History month, and the interest of visitors to the school is attracted by an attractively presented collection of items from Ghana. Pupils also study the biographies of significant non-European people and visits to places of interest, galleries and museums enhance cultural opportunities. The headteacher is aware that the school does not do enough to alert the pupils to life in other areas and is looking at ways to develop links with other schools, especially those that have few pupils from minority ethnic backgrounds.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school's provision for the care and welfare of pupils is satisfactory overall with some excellent and very good features in the way the school promotes and monitors good behaviour. Together with established school routines and procedures this creates a safe, secure and orderly environment for learning.
45. Staff care about the pupils and give time to talking with them about what they do outside school as well as their progress in class. Relationships between teachers and pupils are good and teachers give satisfactory guidance to pupils about aspects of personal development and about how they might improve their work. This is contributing to the move to improve standards but is not as fully effective as it might be. While staff have a good awareness of how pupils are doing in general terms they have less specific information re progress and strengths and weaknesses in the different aspects of subjects, especially in English, mathematics, science and information and communication technology. This means that the teachers are less able to pinpoint for pupils the exact aspects to improve. The nursery and reception class staff keep very detailed observations and records of what the children can do in the six areas of the curriculum. This gives a good picture of progress.
46. Relationships between pupils and the other adults in the school are good. The classroom assistants support pupils well, especially pupils with special educational needs, and this helps pupils to make satisfactory progress in class. The allocation of a considerable amount of curriculum time to personal and social education, gives pupils good opportunities to consider and discuss aspects of their personal lives. A good programme of study is being prepared with the support of the Healthy Schools Initiative. The content will link neatly with the school's existing programme of health education including sex education and awareness about drugs. Parents agree that pupils develop mature attitudes about personal responsibility and this is a vital element in the school's overall provision for child protection. Procedures for child protection are satisfactory but the school needs to ensure that all staff are fully confident in recognising the signs and symptoms of abuse and in responding to any disclosures made by pupils.
47. Arrangements for the health and safety of pupils are satisfactory and governors play an active role in monitoring school premises. They have rightly voiced concern about the condition of the toilets for the pupils. The rank odour from the Key Stage 1 toilets seeps into the nursery despite the best efforts of the cleaning staff to minimise it, and makes the atmosphere unpleasant. Teachers raise safety issues with pupils in lessons, for example the Nursery children were reminded about the safe use of staplers before a model making activity. The lack of formal written risk assessments of all activities and of visits out of school is a weakness in health and safety provision. Similarly, while the procedures for first aid treatment are satisfactory, the area used is not appropriate.
48. The school has excellent strategies to promote pupils' good behaviour and these are used consistently throughout the school. The headteacher has taken the lead in establishing and implementing an agreed code of practice. All adults and pupils know the rules and infringements are quickly dealt with. The prime focus is on praising pupils and encouraging them to exert self-discipline. Classroom assistants and lunchtime assistants also play a crucial role in monitoring pupils' behaviour and all pupils try hard to win approval. Even the Year 6 pupils value the stars and awards they achieve. Parents have been consulted about the school's policy and the school's expectations are clear to all. Pupils also have good opportunities in class to discuss

behaviour and to explain their actions when they break the agreed code. Pupils who have difficulty managing their own behaviour are closely monitored and given good support.

49. One of the school aims is to improve levels of attendance. Parents and pupils are told of the necessity to arrive at school promptly. The systems to record those pupils who arrive late are effective but precise details of the reasons for lateness and absence are not as well documented. As a result the school is not able to monitor or analyse fully the patterns of absence and lateness and the impact these have on pupils' learning.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. The school works successfully in partnership with parents who value the education their children receive and have high aspirations for their children's achievements.
51. The good links with parents are well established and contribute to the harmony within the school and to the relationship between the school and the community. Parents' views of the school are positive and supportive. The parents who attended the meeting with the inspectors and completed the questionnaire all agreed that they found it easy to come to the school and talk to the staff. Parents think Archbishop Sumner is a good school that has improved over the last few years. Nearly all parents agree that their children like school and make good progress. They attribute this to good teaching and feel that they are well informed about how their children are getting on. Inspectors confirm parents' positive views. The concerns about behaviour and after school activities raised by a very few parents are not borne out. The staff work successfully to manage the pupils' behaviour and as a result the pupils behave well in school most of the time. The school draws on its links with the Education Action Zone and the community to provide a good range of activities outside lessons.
52. The school works hard to develop the partnership with parents and has established some very good practice. The reception and nursery teachers are conscientious in meeting parents at the start and end of sessions. They keep parents up-to-date on what is happening and are looking at ways to involve parents in classroom life. The information for parents about what their children will learn is very good and parents are given good advice about how to help their children at home. The introduction of the book bags and games has been very well received by parents and now is a regular part of weekly routines for the youngest children. Meetings for parents are not always well attended compared with the turn out for concerts and other occasions when pupils are involved. Pupils' end of year written reports have clear information about the National Curriculum level attained and some guidance about areas for improvement. Good arrangements are in place for parents to discuss their child's progress with class teachers and there are also good opportunities for informal contact between teachers and parents.

53. The school fails to meet a statutory requirement to produce a prospectus. It uses the annual report from governors as information for parents but this does not contain all the information required to tell parents all they need to know about the school. Regular newsletters keep parents well informed about the day to day life of the school and parents have good opportunities to express their views on a range of issues in termly questionnaires. The focus group meetings when the school consults a group of parents about different school matters is a good initiative well designed to ensure that the different sections of the community have a voice.
54. The school works closely with the parents of Year 6 pupils to involve them fully in the preparation of their children for the end of Key Stage 2 national tests. Parents are well informed about targets for learning and are given good guidance about supporting their children's learning at home. This partnership contributes well to raising pupils' achievements.
55. Parents do not play an active part in the daily life of the school. Very few parents help in school although a few accompany pupils on trips as needed. There is no school association for parents.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The overall quality of leadership and management is good and has a positive effect on school improvement. As noted in the HMI 1998 report, the headteacher shows good leadership and a positive outlook. The involvement and consultation of teachers, non-teaching staff, parents and pupils in school matters are strengths of the management system and of the 'family' atmosphere. A major concern for the continued improvement of the school is the high turnover of teaching staff over the last four terms with a subsequent disruption to classes and the erosion of a concerted effort to raise standards.
57. The procedures and systems to monitor and analyse the quality of provision, set up during the period of special measures, have been refined and developed to give the school a solid foundation in evaluating its effectiveness compared with all and similar schools and in deciding the next steps. The experienced Chair of governors has a good understanding of the factors that account for the school's progress in the last years and for the difficulties it now faces. She provides much valued expertise as new governors are still settling into their role. The headteacher keeps the Chair and other governors updated on school matters and through the committees, the governing body meets its statutory responsibilities in all respects bar ensuring the school has a prospectus.
58. Strategic planning is sound but, given the changes in staffing, there are now "too many balls in the air at the same time" to ensure that key priorities are dealt with rigorously and the expertise of key staff is used to best advantage. The headteacher has taken a strong lead in dealing with the four key issues from the 1998 report. Progress has been good in several aspects and satisfactory in others. Best progress has been made in sustaining the good standards of behaviour and developing procedures and systems to help pupils realise what is expected of them as learners.

59. The school made good progress in raising standards in the year 1998/9. It retained the same teachers as in the previous year and the much improved results in the 1999 Key Stage 1 and 2 national tests reflect the positive effect of the training for staff particularly in how to teach English, mathematics and ICT, as well as the programme of intensive teaching for Year 6 pupils.
60. Although the programme of school improvement has continued, it has lost some of the impetus described in the 1998 HMI report. The high emphasis on raising standards through improving the quality of teaching is less evident. Three key staff left in 1999 and two teachers left this term with a third due to take maternity leave. The school has an adequate number of trained teachers but as governors have not been able to recruit permanent teachers of the quality sought, they are relying on temporary teachers, more often trained overseas. The headteacher, key staff and school advisers provide good support to newly qualified teachers and those new to the school. They ensure that all are familiar with school policies and expectations. The governors have taken appropriate steps to ensure that the school is ready to meet the demands of performance management and professional development is closely linked to school needs.
61. Members of the senior management team hold responsibility for key stage leadership as well as subject leadership in English, mathematics and science and a watching brief on other subjects. They have too little time to monitor others' teaching and to ensure that agreed policies are being put into practice effectively. This is an important feature as the current quality of teaching is not consistently strong enough to ensure that standards rise throughout the school in English, mathematics, science and information and communication technology. The school has been fortunate in gaining the services of a Primary teaching consultant from the Education Action Zone in assuming temporary leadership of ICT. Her knowledge of the training the teachers have already received, and of standards of pupils' work in other schools, places her in a good position to guide the school in continuing to raise ICT standards.
62. At the time of the inspection, three classteachers had been trained overseas with a fourth supporting a newly qualified teacher. These teachers have not all received training in how to implement the National Literacy and Numeracy Strategies nor are they all familiar with National Curriculum programmes of study or levels of attainment. Their need for basic training comes at a time when other teachers are at a much more advanced stage. This is not an aspect acknowledged in the school development plan which otherwise sets out a clear framework of action, targets and success criteria.
63. The management of special educational needs is good. While overall responsibility is held by the headteacher, day-to-day matters are managed effectively by a teacher who has relevant training. All the teachers are aware of the systems to record concern and the school complies with the recommendations of the Code of Practice in identifying pupils with special needs and compiling individual learning programmes.
64. The quality of financial planning and control is good. Financial procedures and regulations are clear and the recommendations of the last LEA audit have been acted upon. The finance committee monitors spending closely and is aware of the need to seek best value. There are sound procedures in place for the ordering of goods and services and school funds are managed properly. Governors have ensured that the deficit of last year is offset this year. They are using grants and additional funds to meet the needs of the school. Monies are being set aside to contribute to the building of the new classrooms and to the programme of redecoration. Governors are using the funding for pupils with special educational needs to provide additional classroom

support assistants. While this provides support for these pupils as part of ongoing classroom life, especially those pupils with emotional and behavioural problems, governors lack systems to assess the effectiveness of this strategy in meeting individual needs or in raising standards.

65. Projects and initiatives funded by the Education Action Zone have been a vital and integral part of the school's recent work in the training of teachers and support staff, extra curricular activities such as the gospel choir, school residential trips and the setting up of the lending library of educational toys for the nursery and reception families.
66. The administrative staff deal competently with day-to-day school matters. Good use is made of the computerised management system to track and record pupils' progress as they move through the school and to produce progress and attainment records.
67. The quality of the accommodation is satisfactory and allows the curriculum to be taught effectively most of the time. The nursery and reception year children have access to appropriate facilities including secure outdoor areas. The school is fortunate in being on a large site with a range of outdoor surfaces, including planted and treed areas, environmental area, slopes and sunken area as well as marked zones for games and an area with a fixed climbing frame. This ensures pupils have a good range of options at play times.
68. The unsatisfactory situation of outside access to some toilets and Year 1 and 2 classes in temporary buildings set a short walk from the main building will be removed when a new teaching block is added to the school this year. The new entrance and administrative area provides a focal point for the school and has improved overall security. Good use is made of storage and work rooms but the school library and pupils' kitchen are underused. This limits pupils' experiences especially in developing their skills in locating information.
69. The headteacher and governors have planned carefully a rolling programme of decoration and improvement using available funds. Although some work has been done to improve the soundproofing between the Key Stage 2 classrooms, noise carries easily and often disturbs pupils' concentration.
70. The school hall is used for a variety of purposes both by the pupils and the local community. Although there is access to the hall and ground floor for disabled visitors, the winding staircase and narrow upstairs corridor make it impossible to provide access for older disabled pupils. The school and grounds are well maintained and cleaned to a high standard due to the efforts of the conscientious caretaker, cleaning staff and a voluntary helper. Despite their efforts, however, the odour from the downstairs toilets is often strong and pervades the nursery.
71. The overall quantity and quality of resources has improved since the last inspection and is now satisfactory in all areas except in ICT where there are shortages in equipment and software. Good attention has been given to ensuring that resources in science meet the needs of the curriculum.



72. The school gives satisfactory value for money. Pupils make generally satisfactory progress over time from below average attainment on entry, and some do well. Pupils receive a satisfactory quality of education. The school is very successful in managing pupils' behaviour and creating a positive learning atmosphere. However, standards are not high enough and there are problems in maintaining continuity and consistency of good teaching.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

73. To continue the programme of improvement and raise pupils' achievement and standards overall, the governors, headteacher and staff should:
- Take steps to raise standards in English by developing the pupils' skills in expressing themselves fluently, confidently and effectively in speech and in writing; by ensuring that pupils have access to increasingly challenging reading material and develop and use skills to locate information.  
*(See paragraphs 11, 19, 29, 31, 68, 97, 99 – 103)*
  - Strengthen pupils' understanding and use of mathematical knowledge and skills.  
*(See paragraphs 11, 37, 111, 115)*
  - Strengthen the quality of teaching by
    - a) Providing relevant training for teachers who have not qualified in England so that they are fully familiar with the principles of the National Literacy and Numeracy Strategies
    - b) Raising teachers' expectations of what pupils can do and ensure that teachers' planning identifies clearly what pupils of differing attainment will learn and how this will be achieved.
    - c) Ensuring that in teaching English and mathematics, the teachers make explicit to the pupils what they need to know in order to improve their knowledge and skills.
    - d) Ensuring teachers provide opportunities for pupils to achieve well in music and history.  
*(See paragraphs 11, 13, 22, 24, 29, 33, 34, 37, 62, 105 – 107, 112, 114, 125, 136, 143, 148)*
  - Provide more regular and frequent opportunities for pupils to use the computers and other information and communication technology as a tool for learning across the curriculum.  
*(See paragraphs 12, 31, 71, 119, 141, 146)*
  - Ensure that responsibilities are equitably devolved and that curriculum leaders and managers are given the appropriate time and guidance to monitor the quality of provision and quality of teaching and learning.  
*(See paragraphs 61, 123, 128, 131, 135, 151)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	45	44	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	209
Number of full-time pupils known to be eligible for free school meals	N/a	76

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	113

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	8	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	12	14
	Girls	7	6	6
	Total	23	18	20
Percentage of pupils at NC level 2 or above	School	79(87)	62(70)	69(87)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	18
	Girls	7	7	7
	Total	23	24	25
Percentage of pupils at NC level 2 or above	School	79(91)	83(87)	86(74)
	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	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	12
	Girls	9	6	8
	Total	17	14	20
Percentage of pupils at NC level 4 or above	School	61(68)	50(68)	71(74)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	11
	Girls	9	7	9
	Total	17	14	20
Percentage of pupils at NC level 4 or above	School	63(61)	50(63)	71(74)
	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	26
Black – African heritage	91
Black – other	16
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	40
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	10	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
Number of pupils per qualified teacher	26.13
Average class size	29.9

#### **Education support staff: YR-Y6**

Total number of education support staff	7
Total aggregate hours worked per week	45

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	12.5
--------------------------------	------

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	522422
Total expenditure	541540
Expenditure per pupil	2238
Balance brought forward from previous year	0
Balance carried forward to next year	-19118

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	23

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	30	4	0	4
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	65	26	4	4	0
My child gets the right amount of work to do at home.	61	30	4	0	4
The teaching is good.	70	17	4	0	0
I am kept well informed about how my child is getting on.	61	39	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	39	0	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	61	26	14	0	0
The school is well led and managed.	57	35	8	0	0
The school is helping my child become mature and responsible.	48	43	9	0	0
The school provides an interesting range of activities outside lessons.	48	30	9	4	9

### Other issues raised by parents

The number of teachers who have left the school in the last terms.

## **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**

74. The quality of the teaching and the very carefully planned range of activities for the children in the Foundation Stage of learning, especially for those in the reception class, is a strength of the school. The children get off to a good start.
75. The nursery has 15 full-time as well as 10 part time places in the morning and afternoon sessions. Not all the children who attend the nursery join Archbishop Sumner School. At the time of the inspection, 13 children from the nursery were new to the reception class bringing the class size to 31, and new children were starting in the nursery. Both the nursery and the reception class have a teacher and a full time classroom assistant.
76. Children enter the nursery with skills and understanding generally lower than those of their age nationally. They make at least satisfactory progress especially in personal, social and emotional development. On entry to the reception class, most of the children are close to what is expected for their age in physical development and in personal, social and emotional development. Initial assessments carried out by the staff confirm that the children's attainment is lower in language and literacy and in mathematics. They make good progress in the reception class due to the good quality of the teaching especially in language and literacy and in mathematics.

#### **Personal, social and emotional development.**

77. This is an area of strength in both the nursery and the reception class. The children make good progress and by the end of the reception year most are achieving the early learning goals in this area of learning. This reflects the good organisation, systematic planning and effective skills of all the staff in managing the children and fostering their independence in taking care of their own needs and organising their own learning.
78. During the inspection, the warm, encouraging comments, smiles and praise given by all the staff quickly ensured that children new to the class felt at home. They soon learnt how to respond to routines such as the song "Are you listening? Have you stopped?" to halt activities in the reception class. Nursery and reception year children confidently chose what they wished to do. Many were totally absorbed in what they were doing and played happily on their own or with others.
79. The adults treat the children with respect. They have high expectations that they will behave well and are sensitive to their moods. They are skilled in distracting the children and in extending their ideas. When the nursery teacher joined the children in planning a birthday party, her comments that "We can take turns" and "It's OK, we can easily make another one" showed the children very effectively how to cope when others upset them. Similarly, the reception teacher's "ice-breaker" of each child naming their neighbour sitting on either side was a warm welcome to shy and new children to the class.

## **Communication, language and literacy**

80. By the end of the reception year most children are achieving some of the early learning goals but have some way to go in achieving them all. While higher attaining children have made a start in reading, others are slower to show interest in sounds and letters and this also slows their progress in writing. Although many are good conversationalists, a significant number offer little even when encouraged to say more. As there are relatively few adults in class to promote discussion with individuals and small groups, these children often remain quiet for much of the time.
81. In both the nursery and reception class the children make good progress in listening appreciatively to others and to rhymes and stories. The reception children choose their own taped story and use the relevant book to accompany it. Having listened avidly to the tale of "The three little pigs", nursery children then rearranged pictures to show what happened at the beginning, middle and end of the story. They are starting to recognise their names and to have a go at writing it. They show an interest in using different pens and in copying and forming letters and words. Several made marks representing birthday card greetings.
82. Most children in the reception class read and write their name and know some letters of the alphabet. They make marks across the page as they write letters and take down telephone messages and the higher attaining children are beginning to write their own sentences. This is being fostered very effectively through good teaching in class and in well focussed group sessions. The children watched carefully as the teacher jotted down their ideas of what they hoped to get better at doing and then read them with her. Higher attaining children are beginning to show awareness of sounds and letters in their spellings.
83. In both the nursery and the reception class, the writing tables are well stocked but there is less to prompt reading and writing as part of other activities. The inclusion of an eye test chart and message pad for telephone calls in the reception class "Surgery" shows how this can be done naturally. Opportunities are missed especially in the nursery to ensure that the children have easy access to their names and to paper and pens so they can incorporate writing in their play. As they had their mock party, the nursery teacher's suggestion that they should make birthday cards prompted the children to fetch what they needed from the writing table but there was little at hand to support them in forming letters or writing names. Samples of children's writing are being kept to show progress but not enough is done to use them as the basis for more specific planning of what individual children should learn next.

## **Mathematical development.**

84. The children are making at least satisfactory progress in using number and in mathematical development overall. By the end of the reception year most children are achieving the early learning goals. In the nursery, the weekly planning is not always detailed enough to show the specific mathematical learning intended from the choice of activities and adult support. There is little to show how things are different for the children who have been in the nursery a term and those who are new.

85. The nursery and reception staff make good use of opportunities which arise naturally, such as taking the register, to engage the children in counting. They also develop the children's recognition of number through action rhymes, games and the use of number cards. The rehearsal of these rhymes and numbers is promoting progress. The nursery children counted to five confidently as part of their birthday party. Many can count higher than this with an adult but do not yet know what the numbers refer to. When in the nursery café, three children counted out drinks and knew they needed "one more" for their new customer. In the reception class, many children count confidently and accurately to 10 and beyond. They recognise the numbers and are able to sequence them and identify the number between two given numbers.
86. In the nursery the children make patterns and pictures using circular, square and triangular shapes. By the end of the reception year, most children name the shapes and some of their characteristics. The nursery and reception children gain a sound awareness of space, capacity and volume through play in the sand and water trays.
87. A good feature of the teaching in the reception class is the wide range of practical ways to reinforce the children's knowledge. Good examples are the hidden numbers in the sand tray, the numbered cars to be parked in the numbered parking spaces in the toy garage, and the bean bag target game with score board. When adults are present the children concentrate hard but soon lose momentum when there is no one to remind them of what they have to do.

### **Knowledge and Understanding of the World.**

88. At the end of the reception year, many of the children achieve most of the early learning goals. A weakness in the provision, especially in the nursery, is the limited use of natural items, pictures, books and experiences to encourage the children to observe, ask questions and investigate. Displays in the nursery celebrate what the children have done but there is little at the children's height or reach to encourage them to look, touch and try things out. For example, given the theme of "The three little pigs" there was little to develop the nursery children's knowledge of the number three, pigs, wolves or homes. When they are given a problem, such as working out building plans, the children are interested and remember well what the symbols represent. The nursery and reception teachers plan carefully to ensure that themes and topics promote children's learning in line with national guidance. More could be done to expand on the theme in all the areas of the nursery and reception class and promote higher achievement.
89. When working with the children the adults encourage the children to question, to describe, label and talk about what they see. This helps to develop the children's vocabulary and confidence in talking. The children are very interested in the tape recorder and computer. The nursery children already show skill and confidence in using the computer mouse and are very aware of how moving it influences what happens on the screen. Tactile experiences with cardboard, dough, sand and water develop the children's understanding of concepts such as "full".
90. The reception children gained much from their play in the "Doctor's surgery". The inclusion of actual items such as bandages and rubber gloves prompted much interest and co-operation in finding out how to use them. They showed an awareness of how to telephone for help and how to treat someone who was hurt. The teacher's enquiries like "Oh dear, what has happened to you?" kept the children's focus high.



## **Physical development.**

91. The nursery and younger reception year children spend time outside most days using the wheeled toys, climbing equipment and playhouse. This is a major factor in the children's good progress in developing coordination and physical skills. By the end of the reception year, the children have achieved the early learning goals.
92. The nursery children already use the push, pull and ride-on toys with skill and confidence. They pedal, steer and manoeuvre competently and often show bravado in pedalling without steering or in wheel-to-wheel shunting. Several, particularly boys, show developing skill in throwing and kicking balls towards given targets. Although this aspect of learning is covered in the planning, there is not enough to show how the challenge is increasing or how particular equipment is chosen to further specific skills.
93. The reception children join the older children in the playground and also have timetabled physical education sessions in the school hall. They move well to the teacher's instructions, running, hopping and weaving their way around others.
94. In both the reception and nursery classes, the children show developing control in handling tools such as scissors, paste brushes and staplers. In the reception class, they show developing skill in turning a card to cut round a picture.

## **Creative Development**

95. Most children are likely to achieve many of the early learning goals by the end of the reception year. The quality of the provision is richer in the reception class than in the nursery where the level of stimulation in activities and in the environment is not strong enough to foster good achievement. The range of available materials and tools is too narrow and often too bland to encourage the children to be adventurous, to experiment and try different ways to find out which is best to express their own ideas. The support and encouragement of the assistants as they work with the nursery and reception class children with paint and collage materials ensures the children make satisfactory progress in exploring colour and texture. Reception children talked about colours and patterns as they used sponge shapes to create repeating patterns.
96. The children have daily opportunities to sing. They quickly learn songs and rhymes and enjoy singing. They listen to tapes but no nursery child opted to handle and play the musical instruments when they were outside. Although some children concentrate for long periods on self-chosen activities, others flit and show little interest in "making and doing". When an adult is present, these children are drawn into the play. The inclusion of authentic props in the "café" and "surgery" led to periods of good quality imaginative play and self-expression.

## **ENGLISH**

97. Standards are low compared with all and similar schools. They have improved slightly at Key Stage 2 since the 1998 inspection although there was a dip in the 2000 test results compared with the marked rise seen in 1999. Inspection findings show that at the end of Key Stage 2 the attainment of many pupils is lower than expected for their age. Although the school's results in the 2000 national Key Stage 1 tests were comparable with similar schools in reading, they were well below in writing. Only forty per cent of pupils reached the level expected for their age. This weakness in writing is also evident at Key Stage 2 most especially in the boy's attainment. It partly reflects

pupils' speaking patterns but also reflects the pupils' lack of consistency and application of what they know in handwriting, spelling and use of punctuation. While the school exceeded its target for Level 4 attainment in the 2000 national Key Stage 2 tests, its results were still below the average of similar schools. Only a few pupils did better than expected for their age in reading and writing.

98. The drop in standards in 2000 and current standards reflect the loss of continuity in provision, especially in teaching. Recently appointed teachers have not all had intensive training in how to teach the daily literacy hour. While there is good and very good teaching for some pupils at Key Stages 1 and 2, the overall teaching is not strong enough in all year groups to ensure good progress and rising standards throughout the school. The pupils in Year 5 are benefiting from the good teaching of their teacher who is also the coordinator. This is enabling them to make good progress and to plug some of the gaps from the last year. The school is rightly placing an emphasis on improving standards in writing but there is little evidence to show that action so far is having the desired effect.
99. When the pupils enter the nursery and reception class, many lack confidence in speaking and their reading and writing skills are poorly developed. Good teaching ensures that pupils learn to listen carefully to others and make at least sound progress in handling books, learning words and letters and writing their name. Pupils who speak English as an additional language make satisfactory progress in acquiring words and phrases. A strength of the teaching in Year 1 is the way the teacher engages the pupils in talk and expects them to give detailed responses. She frequently poses supplementary questions and encourages pupils to use new words. This effective strategy is not used in all classes and, by the age of eleven, too many pupils are still hesitant about developing their ideas in speech. Year 5 and 6 pupils confidently describe and recount what they have done, such as their trip to the Millennium Dome, but find it harder to explain in detail, to justify their opinions or to debate points. This is made worse by many pupils' tendency to speak indistinctly which is also a feature of their oral reading. When prompted, pupils raise the quality of their speech. In a very good and highly effective Year 5 lesson, the teacher's dramatic rendition of the poem "The Alice Jean" captured the pupils' interest and fuelled a good discussion on the use of language. Her references to the visit of the National Theatre set high expectations for the pupils' own performance and led to enthusiastic rehearsals of parts of the poem. The pupils' performance from memory showed not only good interpretation but also how they could speak out clearly.
100. Pupils make sound, steady progress in their reading. The school is effective in developing the pupils' interest in reading and most read at home on a regular basis. Daily reading times and sessions when older pupils read with the younger ones give reading a positive profile. Older pupils choose from a good range of texts including poetry and best sellers like the Harry Potter books. Many Year 1 and 2 readers read confidently the book they take home. This sometimes gives a false impression of how well they are reading. Although most read accurately they do not always fully appreciate the story line and tend to rely on an adult to help with a word if they cannot "sound" it out. They are willing and eager but do not always use all the clues in the passage and pictures to help them make sense of what they are reading.

101. By the age of 11, most but not all pupils are confident and fluent readers. The better readers use good expression and phrasing but others tend to gabble with little evident awareness of reading to an audience. They talk about their preferred authors, such as JK Rowling and R Dahl, but are not always aware of the meaning of words and phrases. A common weakness is pupils' lack of skill and confidence in using non-fiction materials. Although they know the alphabet, pupils are often reticent to apply their knowledge in finding relevant books. One pupil said "I just ask an adult". This points to weaknesses in the teaching especially at Key Stage 2. By the end of Key Stage 1, pupils know about contents pages and how to find relevant sections but they are far more comfortable reading fiction.
102. Pupils make slower progress in writing. The teachers do not teach well enough or make fully explicit what pupils need to know to improve. Few set individual clear, realistic targets that can be achieved quickly. As a result, many pupils take too long to make the progress needed to raise the level of their attainment substantially. Pupils get off to a good start in Year 1 due to the teacher's clear and structured teaching about spelling and how to start and end a sentence. Work on the computer is helping to reinforce their awareness of capital letters and full stops. Many are now using their knowledge about letters and their sounds to spell words by themselves. By the end of Key Stage 1, most pupils are writing simple sentences independently. Their handwriting is clear and legible and a few pupils are beginning to join their letters.
103. When pupils move into Key Stage 2 many still need much guidance. Few write long stories although the better writers are beginning to use paragraphs and speech. Despite learning how to make their writing more interesting, and how authors such as Anne Frank and JK Rowling create a sense of place, older pupils' writing is limited in the range of words and phrases and also in sentence structure. Their stories often lack development. Many have immature handwriting and make simple errors in spelling words such as "usually" and "first" and also omit punctuation. Pupils fail to realise and correct their mistakes but when encouraged, pupils can do so. This indicates that more often than not, pupils lack confidence and appropriate work habits rather than lack skill. With good teaching and when well motivated, pupils achieve well. A good example is the Year 5 pupils' descriptions of how people must have felt when they were caught in the Blitz in World War II that incorporate good turns of phrase. By the end of Key Stage 2, pupils write competently but even the work of the more able, whilst more technically correct, often lacks the liveliness and diversity typical of the average eleven year old.
104. Pupils with special educational needs in reading and writing benefit from extra teaching in small groups away from their classroom. They do well in these sessions as the work is closely linked to the content of their individual learning programmes. They continue to need much support and guidance especially in reading but the focus on letters and their sounds also helps them make progress in their spelling.
105. The quality of teaching is satisfactory overall. There is much good teaching in Years 1 and 5 and occasional unsatisfactory teaching in Year 3. Weaknesses in some of the satisfactory lessons repeated over time limit pupils' progress. The teachers manage the pupils effectively and create a positive learning atmosphere. Classroom assistants are very effective in ensuring that pupils who are not as well on as the others are fully included in the lessons. Their support reassures the pupils as to what they have to do and how to do it. Although the long term planning for English is generally satisfactory, daily plans do not always identify the specific needs and expectations of the different attainment groups in the class. Not enough detail shows exactly what each group of pupils will learn and how this will be taught. Consequently, opportunities are missed in

class sessions to incorporate, demonstrate and review the techniques and strategies the pupils will need to carry out their task successfully, such as looking at initial and then second letters when looking up words in a dictionary. Too much time is lost telling groups what they have to do and pupils make minimal progress.

106. Occasionally teachers mistake pupils' uncertainty over what they have to do as poor behaviour and assume that pupils sitting quietly are actively listening. In the better lessons, the teachers regularly check on pupils' understanding of what is being said and what their task is. Their lesson evaluations often refer to areas of difficulty and success highlighted by their questions and the pupils' responses. Only in a few lessons was the final part used really well to highlight examples of good practice and to set higher standards and expectations of pupils' work in the next lesson. Although the teachers monitor the books that pupils are reading, they do not always assess the level of their attainment. This means that in group reading sessions, some pupils are not being challenged enough.
107. The school is following the National Literacy Strategy framework for each year group. However, not all the teachers are fully conversant with recommended good teaching and learning practices. Word knowledge and grammar is not being taught frequently enough, especially in Years 3 and 4 to accelerate pupils' progress in extending their written language. Not all the teachers have sufficient knowledge of the range of strategies and techniques needed to improve the depth and quality of pupils' writing. This is made even more acute by the recent employment of several teachers who have not been trained in England and have limited knowledge of the requirements of the National Curriculum. Although new members of staff have been given much support, the school has not responded quickly enough in enhancing all teachers' skills in teaching English especially in how to improve pupils' speaking and writing skills.
108. The management of English is good. The literacy co-ordinator leads by example and monitors the planning and lessons of other teachers. Analysis is made of frequent test results to find the strengths and weaknesses in the teaching and learning and to identify differences in gender and attainment. The school is beginning to track the progress of pupils from different ethnic groups as it has identified writing as an area of concern. The collection, analysis and comparison of pupils' work across the school is helping the teachers to be more secure in their judgement of pupils' attainment and to set targets. The impact of this has yet to be seen in teachers' higher expectations of pupils and in an improvement in standards.

## **MATHEMATICS**

109. The standard attained by pupils in Year 2 is satisfactory but is lower than expected for pupils in Year 6 in all areas of number, algebra, space and measures and data handling. This echoes the findings of the 1998 inspection. In this year's Key Stage 1 and 2 national tests, the school's results dipped to well below the national average and the average for similar schools. Very few pupils did better than expected for their age at seven or eleven. Over the previous three years standards had been rising but the lower attainment of a high number of pupils with special educational needs lowered overall results in 2000. Pupils with special educational needs are given much adult support and as a result often achieve well in lessons.

110. By the age of seven, pupils have achieved a sound knowledge of place value to 100, with a few more able pupils solving problems up to 1000. All pupils know how to measure length, time and weight and how to collect data and record it on block graphs. Year 2 pupils are currently learning how to add tens and units and are making satisfactory progress in checking their answers and looking for odd and even number patterns in the results. Most of the pupils have grasped this concept and can successfully calculate the sum.
111. By the age of 11, pupils work out calculations in their heads quickly; they understand basic fractions and a minority understand the link with decimals and percentages. They are developing their measuring skills and how to use and interpret a range of diagrams and charts. Most pupils are aware of place value to one million and use the correct standard notation in working out addition, subtraction, multiplication and division number problems. However, pupils often make simple and careless errors and do not always check their calculations. Their slowness in seeing how to use and apply their mathematical knowledge in real life problems often means they do not achieve as well as they might. Given pupils' current work, the school is unlikely to reach its target for Level 4 attainment in the 2001 national tests. However, the school intends to run its programme of intensive revision and this has proven to be successful in raising standards in previous years.
112. The quality of teaching and learning at Key Stages 1 and 2 is satisfactory overall. There is occasional unsatisfactory teaching for pupils in Year 4 but also good and very good teaching in some lessons, especially for Year 1 pupils (this teacher has now left) and those in Year 5 and 6. In these classes particularly the pupils show positive attitudes and liking for mathematics. However, over time the quality of teaching is not consistently strong enough to raise standards in all year groups. When teaching was unsatisfactory it was due to inadequate planning and preparation of practical ways to help pupils realise an abstract concept. As a consequence pupils struggled to understand and made little progress. The teachers' expectations are too low of what pupils can do in the time available and also what they can achieve. Year 6 pupils have little work in their books to show their progress last term. In many classes, the work for the higher attaining pupils is too easy. This leads to boredom, slipshod work and occasional frustration. One Key Stage 2 boy's disgruntlement that the teacher was not telling him anything new disturbed the others around him.
113. A common feature of the good teaching is the lively mental sessions. The teachers set a good pace, challenge the pupils and ensure that all participate fully. The teacher's suggestion that her Year 1 pupils counted in tens "in a French accent" sustained their attention and keenness to do well. The teachers know what they want the pupils to learn and they set realistic achievable but challenging targets for the lesson. In a series of lessons on numbers and coordinates, the Year 6 teacher used a range of resources and simple everyday examples such as "Would it be colder if the temperature was  $-3$  or  $+3$  degrees?" to ensure that all pupils grasped the concept of negative numbers. The teachers use and encourage pupils to use correct mathematical terms. This is enhanced by the work of the classroom assistants who support groups and individuals and question them about what they understand.

114. A problem for the school is the change of staff and the continual need to provide guidance for new and temporary teachers who have trained overseas and are not familiar with the National Numeracy Strategy. Where the principles of the daily mathematics lesson are being put into practice effectively, the pupils are making at least satisfactory progress. The homework scheme and the use of computer programs to provide practice in solving number problems are enhancing learning especially at Key Stage 2. Pupils are also benefiting from using a range of good resources such as Year 4 pupils' use of calculators to check their answers.
115. The quality of subject leadership and management is good. The coordinator is knowledgeable and has worked with staff to carry out the action plan to raise standards. She has shared the monitoring of teachers' planning and the quality of mathematics teaching with the headteacher and this has led to consistency in planning and the tracking of pupils' progress. From this, targets are set for pupils to achieve at the end of the year. Less focus is given to setting short term targets and to ensuring that pupils know how they are doing and what they need to do to lift their performance. There is still too much emphasis on the teaching of number to the neglect of other aspects especially data handling which was an issue identified in the last inspection and has not been adequately addressed. Opportunities are also missed to use and apply pupils' skills in other subjects.

## **SCIENCE**

116. Standards are satisfactory. Most Year 2 and Years 6 pupils are attaining the level expected for their age although not enough pupils are doing better than this, especially at the end of Key Stage 1. The rise in standards seen in the last few years is attributable to improvements in the quality of the science curriculum and to good teaching that is boosting pupils' learning. A key factor is the teachers' focus on the use of relevant scientific language. This is enhancing pupils' understanding and use of appropriate terms in both their oral and written responses. Many pupils find it difficult to express their ideas fluently and coherently. When Year 2 pupils record their findings, their work is limited by their lower skills in writing. Year 5 pupils also occasionally struggled to find the right words to respond to questions about growth, health and diet although it was evident that they knew the answers.
117. Pupils respond well in science lessons. They show curiosity, work co-operatively in groups, follow the teachers' instructions and seek additional help and guidance from the teacher and support staff. This is helping all pupils, including those with special educational needs, to make at least satisfactory progress in carrying out investigations and in developing knowledge of life processes, materials and physical processes. A scrutiny of pupils' work from last term shows that Year 5 and 6 pupils have made good progress and are working at or close to the level expected for their age.
118. By the end of Key Stage 1, pupils make simple predictions of what they think they will find and comment on what they actually saw. By Year 6 pupils know how to carry out a fair test and how to record their findings in tables, diagrams and reports. They have a sound understanding of physical processes. Having carried out their own investigations into how light travels and discussed sun and moonlight, Year 6 pupils were keen to observe the lunar eclipse.

119. The practical activities not only sustain the pupils' attention but also develop their speaking, listening and literacy skills. Good examples of this were firstly, when the Year 1 teacher urged pupils to think before offering words to describe materials and helped pupils to say their ideas in more scientific ways, and secondly, when Year 4 pupils looked at photographs of different habitats to predict what they might find in the nature reserves and later used notes made on their visit to check their information and evaluate their predictions. However, not enough use is made of ICT equipment such as cameras, recorders and computers as pupils plan and carry out their investigations.
120. At Key Stages 1 and 2, the quality of teaching is good overall and occasionally very good especially for Year 5 pupils. The teachers plan and prepare science lessons carefully making sure that pupils have access to what they need. A good feature of the planning is the identification of objectives, activities, extension and review sessions. When all pupils work on the same task, the teacher's planning does not always show clearly enough what is expected of the more able pupils or how pupils are being encouraged to devise and plan their own investigations. Teachers use questioning techniques well, helping them to think and apply previous knowledge to move them to new levels of understanding.
121. A common strength is the good relationship between adults and pupils who are eager to show and share what they have seen and found out. The teachers make fair provision so that all pupils are involved and they offer good support and guidance during the activities. This works best when the classroom assistants have also been well briefed and are able to support individuals and groups. The teachers use opportunities well to emphasise health and safety issues. In helping Year 1 pupils to decide which electrical appliances used mains electricity rather than batteries, the teacher highlighted the dangers of electricity as well as its advantages.
122. As it was the first lesson for many classes in new topics, the common strategy of most teachers was to "brainstorm" what pupils already knew. This was particularly effective for Year 5 pupils as it raised issues about the link between diet and healthy living which were then discussed as part of the talk by a local doctor and nurse. Working in groups, pupils went on to investigate their own diet over the past twenty-four hours and to decide whether it was suitably healthy. Meeting round the dinner table later, pupils continued their discussion about diet. The Year 6 teacher also made sure that pupils were aware of the eclipse of the moon.
123. The quality of subject leadership and management is good. The co-ordinator has a good knowledge of what needs to be done to raise standards through her monitoring of teachers' planning and analysis of pupils' attainment in end of unit tests and national tests. Such work has improved the quality and use of assessment in science since the 1998 inspection. The coordinator has not monitored the quality of teaching and learning but has provided effective training in how to teach science as well as guidance on risk assessment, health and safety. Her work with the other teachers to develop units of work has ensured that National Curriculum requirements are met and the curriculum is rich and interesting for pupils. Year groups 1, 2 and 3 were all looking at materials and their properties but the content reflected pupils' age and previous study.

124. A lot of time has been given to ensuring that teachers have what they need to teach each unit. As a result, resources are well organised and easily accessible. All these steps have increased teachers' subject knowledge and confidence in teaching science but also ensured that staff new to the school have a clear basis for their science teaching. Some classrooms are rather cramped for practical work but the teachers sensibly rearrange furniture and make good use of the outdoors.

## **ART AND DESIGN**

125. Standards are broadly in line with the national expectation for each year group, with a small number of pupils showing evidence of higher levels of attainment. Work in art is closely linked to topics being studied in science, history and geography but also shows a good range of cultural influences. Year 6 pupils had been inspired by listening to Australian Aboriginal music to produce good work in patterns. Such work, and visits to see the work of artists and craftspeople in museums and exhibitions, helps substantially to promote pupils' spiritual, moral, social and cultural development. However, a weakness is the lack of systematic teaching in skills and use of tools and materials. As a result, there is not enough focus on developing and extending pupils' use of different textures, including three-dimensional materials and structures, textiles and computer generated graphics and images. Pupils' achievement is not always high enough.
126. Teachers' planning and work on display throughout the school indicates that pupils are given opportunities to take part in a good range of creative activities although there is a higher incidence of drawing than painting and work with other media. Pupils are taught to draw from observation and encouraged to evaluate and refine their work. They enjoy art and respond positively when praised. Year 3 pupils renewed their efforts to produce an attractive front page for their new science topic when their teacher highlighted the way some had shown the detail on stones and rocks. Having seen a short videotaped clip of a rolled carpet, Year 4 pupils were well motivated to attempt a difficult exercise in drawing "snapshots" of an object in a dream from three different angles. Pupils also study different artists' styles and techniques and then apply these in their own way. This was ably demonstrated when Year 5 pupils daubed and dabbed to develop their own pictures in the style of Monet. Many were motivated to take care as they knew their work was to form the basis for a calendar.
127. There are several strengths that typify the good teaching at Key Stage 2. Teachers plan their lessons carefully and make it clear to pupils which skills they are to use and what they are expected to do. They provide pupils with good quality resources and by insisting on good behaviour, create a calm and friendly working atmosphere that enables the pupils to concentrate and produce their best efforts. The teacher's comments about proportion, perspective, tone and shade ensured that all Year 6 pupils took seriously the sketching of their friend's head and shoulders and most produced work of a good quality.
128. Art is not a high priority subject and there is no art co-ordinator. The senior management team keeps a watching brief but there is no systematic monitoring to ensure that provision and standards are high enough. The deputy headteacher is knowledgeable and enthusiastic and advises and helps staff, especially those new to the school who may not be fully familiar with the required National Curriculum programmes of study.



## **DESIGN AND TECHNOLOGY**

129. Although no lessons in design and technology were observed during the inspection, a scrutiny of pupils' work from the previous term shows that pupils' attainment is broadly as expected for their age.
130. Pupils satisfactorily develop their skills in planning, making and evaluating products as they move through the school. The teachers link design and technology projects to other subjects although many of these are simulated situations rather than actual problems to be solved. For example, Year 5 pupils design and make model bomb shelters as part of their history project on The War Years. Pupils have little experience of using rigid materials such as wood and metal or of using computer control programs and electrical circuits. In Key Stage 1 pupils develop a sound understanding of how to work with different tools and components as they design and make a variety of model houses in conjunction with their work in geography. This involves measuring and estimating, cutting, joining and sticking different materials.
131. Pupils enjoy design and technology. They are keen to show their finished products and to talk about their ideas such as those for a hat linked to a character from Year 6 literacy lessons. Year 4 pupils discussed their designs for a chosen book character and how they had overcome difficulties. Several were disappointed that they had not all been able to actually make their chair. The subject does not have an allocated coordinator and has not been a high priority. As a result, the subject has less overall coherence than it otherwise might have. The school has a well equipped kitchen but pupils have limited experience of working with different foodstuffs.

## **GEOGRAPHY**

132. Standards are generally similar to those expected for pupils' age at Key Stage 1. The very little seen of the geography work of older pupils does not allow a secure judgement to be made about standards at Key Stage 2. The development of pupils' knowledge is well rooted in fieldwork in the local area and also through visits to other places and exhibitions such as that on Australia at the Commonwealth Institute.
133. At Key Stage 1, pupils make satisfactory progress in developing an awareness of place and differences in life style. Year 1 pupils made noticeable progress in remembering and recording their address accurately because of the good teaching and diverse activities which helped the pupils to see the relevance of the task. The classroom assistant's support for the lower attaining pupils ensured they took a full part in the lesson talking about where they lived and their journey to school. In a Year 2 lesson, pupils were motivated by talking about their own holidays and those of the class bear to plan a letter about places visited. Their discussions showed a growing awareness of differences in the climate and food of places they have visited.
134. At Key Stage 2, the teachers are now following national guidance on what pupils should learn in each year. As the focus in all classes was on history, no geography lessons were seen. Work on display showed however, that Year 4 pupils have examined the impact of litter on the environment and how things may be improved. Current Year 6 pupils' project books from their visit to Swanage and Brownsea in the summer of 2000 show a sound awareness of how the features of the seaside environment affect land use and way of life.

135. The management of the subject is satisfactory. Overall management lies with the senior management team. While this ensures that resources and planning are monitored appropriately, there is less focus on ensuring that subject guidance is providing consistency of approach. Inexperienced members of staff have little to help them assess whether standards are high enough.

## **HISTORY**

136. Standards are broadly in line with those normally seen at Key Stages 1 and 2. Pupils gain sound knowledge of different periods in history but their research skills are not as well developed. The overall quality of teaching is satisfactory. The teachers are confident in the subject but the lack of information about what pupils know and can do makes the teaching less effective in ensuring that all pupils achieve well.
137. By the age of seven pupils develop their knowledge of people in the past and their life by investigating toys and homes from various times. They begin to explore the lives of significant people who introduced change such as Florence Nightingale and Mary Seacole. Pupils recognise that some things change and other stay the same.
138. At Key Stage 2 pupils learn about different historical periods and civilisations. In a Year 3 lesson, the teacher managed well an initial discussion on what pupils already knew about Ancient Egypt. This not only interested all pupils but also highlighted areas of knowledge such as “mummies”. The teachers make good use of videotapes, visitors and visits to local museums and galleries to enhance pupils’ understanding of the Tudors and aspects of the Second World War. In a Year 5 lesson, however, a lack of resources limited pupils’ progress in using different sources to find out about changes in fashion and technology since the 1930s. The initial quality of response arising from the teacher’s questioning was consequently lost.
139. The subject is satisfactorily led by the senior management team. The school has rightly selected topics that not only provide information about British history but also reflect elements of many pupils’ heritage. The study of the West African kingdom of Benin, the Black history project, and the use of literature about black slavery in America, ensures that the curriculum is well balanced. While guidance is provided on what teachers should teach, there is too little on what standard the pupils should reach. The overall quality of teaching is satisfactory but opportunities are missed to develop pupils’ speaking and literacy skills especially in carrying out research. This has a cumulative effect - Year 6 pupils use CD-Rom to print out relevant information on the Tudors but they lack the skills to read critically and select from what they find.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

140. Standards are satisfactory at the end of Key Stage 1 but unsatisfactory at the end of Key Stage 2. The improvement in standards at Key Stage 1 compared with that judged in previous reports is due mainly to the expertise that pupils have from using computers at home and also from the development of the good skills and knowledge gained in using the computer and tape recorder in the nursery and reception classes. At Key Stage 2, a significant number of pupils have access to computers at home and they show a high degree of confidence and competence in using word processing programs and in accessing information using CD ROMs and the internet. In these aspects their attainment is similar to that expected for their age. Pupils’ overall attainment is unsatisfactory as they lack skill in aspects of control technology and in using software

packages to present and exchange information in different forms. This is due to the limited experiences pupils have had to date and the lack of relevant software and key equipment in school, such as programmable toys, scanner and digital camera. As a result, the school is not able to meet all the requirements of the National Curriculum programmes of study at Key Stage 2.

141. The need to raise standards in ICT was identified as a key issue in both the 1996 and 1998 inspection reports. The school has been most successful in training the teachers and raising the teacher's confidence in teaching ICT. The impact has yet to be seen in pupils' achievement and standards throughout the school. Pupils' progress is constrained by the way computers are being used. Key Stage 1 and 2 pupils effectively develop skills such as sending e-mails or creating graphs when these are taught in class. Without more regular access to computers than their weekly 10 minute slots, they do not have enough opportunities to apply and use these skills during day-to-day lessons.
142. By the end of Key Stage 1, pupils word process simple texts but poorly developed keyboard skills slow them down considerably. They know how to access information from CD ROMs and how to print out their work. By the end of Year 6, pupils use simple desk-top publishing facilities to produce coversheets and best copies of work for display. They know how to send e-mails, use data-handling programs and access websites. Year 6 pupils are currently learning how to create a multi-media presentation of an aspect of their work in history on "The Tudors". This is a good example of how the teachers are beginning to use ICT in different subjects. Many pupils remain at the "one finger stage" in typing and show limited familiarity with the keyboard and functions such as cut-and-paste to modify and rearrange text.
143. Discussions with Year 2 and Year 6 pupils show that many have considerable expertise in using computers but have too few chances in class to show exactly what they know and can do. Two Year 2 pupils had no difficulties in booting the computer, opening up programs, locating files, printing, saving and retrieving work. They were familiar with functions such as centring print and highlighting text to embolden it. Similarly, two Year 6 pupils were highly proficient in using the keyboard and mouse to roam confidently through menus, files and disks. These and similar pupils are under achieving in school. For others, especially those who do not have access to computers at home, progress is too slow. They have little opportunity to rehearse the skills and procedures taught in class lessons. The teachers are not capitalising on pupils' skills or their enthusiasm and quick learning to ensure that the rate of progress is increased and that pupils "catch up" on experiences missed in previous years.
144. Pupils are keen to use computers. They act responsibly and are not afraid to experiment and try new functions. They work well together although some are reluctant to give up control of the mouse. Year 2 pupils watched avidly as two girls demonstrated what they had learnt from their lesson on finding information using a CD ROM. Older pupils organise themselves very effectively in their sessions in the computer suite using the programmes to sharpen and develop aspects of English and mathematics. They know exactly what to do and are well aware that as the programs are American there are some differences in spelling and phraseology that occasionally affect their scores.

145. The quality of teaching is satisfactory at both key stages. The teachers are following the recently compiled subject programme which is based on guidance from the QCA (Qualifications and Curriculum Authority) and promotes a systematic development of skills and knowledge as pupils move through the key stages. Although they plan and prepare conscientiously, not all teachers are amending the content to take into account pupils' differing levels of skills and knowledge. This is in large part due to the lack of records and samples of work to show what pupils know and can do. Consequently, some pupils find the work well within their capabilities whilst others need considerable time and hands-on experience to grasp what they have to do. The teachers are compensating for this by providing clear instruction sheets. One sheet for Year 1 pupils incorporated appropriate icons as well as relevant terms. This supported pupils considerably when working on their own. Another effective strategy is the use of knowledgeable pupils to tutor others and provide practical help. One Year 4 "ICT expert" patiently instructed another pupil in how to follow a mathematics program.
146. The school has not been as effective in utilising the potential of all equipment to support pupils' learning. There are many occasions when the computer suite is unused and when classroom computers are not switched on. Classroom televisions are used occasionally but it is only the younger pupils who are using tape recorders on a regular basis. The teachers' very good use of word processing and desk top publishing packages to produce planning spreadsheets, worksheets, captions and information for display is providing a good model for pupils. There is little evidence however, from last term to show similar work by pupils or how pupils' learning is accelerating in using and applying their skills and knowledge especially in English, mathematics and science. Opportunities are missed to increase the motivation for some pupils, especially those with special educational needs and those who find it hard to concentrate on writing, by using available equipment.
147. The coordination of the subject is satisfactory but has been disrupted by changes of subject leadership. As the coordinator left the school at the end of last term, a Primary ICT teaching consultant from the Educational Action Zone has agreed to act as an interim co-ordinator. This is helpful as she has trained some of the teachers and also guided the compilation of the action plan and the scheme of work for each year group. Her familiarity with the content as well as a good awareness of what the school needs to do to raise standards places her in a good position to work with the staff to increase the use of resources and to ensure the systematic tracking and recording of pupils' achievement.

## **MUSIC**

148. Standards in music are lower than expected for pupils' ages. Music is given the least amount of teaching time at Key Stage 2 and is often squeezed out of the timetable when other work overruns. During the inspection, two lessons did not take place. As a result, pupils are having a narrow musical experience with few opportunities to compose and perform their own music. The quality of their spontaneous response to music as well as their evident enjoyment of singing and creating music indicates that many are not achieving as well as they might and standards are not high enough.

149. Pupils enjoy singing and even the youngest pupils know a wide range of songs from different cultures and traditions. This adds a strong dimension to pupils' spiritual and cultural development. In assemblies, pupils sing heartily and with evident enjoyment. Similarly in class, pupils sing without hesitation when unaccompanied or to the guitar. At least 20 boys and girls from Key Stage 1 and 2 attend weekly gospel choir sessions after school and sing with enthusiasm and verve. Many pupils sway to the rhythm and have a good sense of pitch and dynamics. In such sessions, the teacher uses her good musical knowledge and expertise to take pupils through singing exercises and to encourage them to think about their breathing. At other times, such as assemblies, not enough is done to build on this and lift pupils' performance especially in the enunciation of words. Similarly, although music is played in assemblies and at lunchtimes, there is little sharing of information about it, the players or the composer.
150. There is insufficient evidence to form a judgement about the quality of teaching at Key Stages 1 and 2 as only one lesson was observed. Several teachers have expertise in playing musical instruments and in singing but this is not being put to best use to ensure standards reflect what the pupils can do. The teachers are following national guidance in teaching music but the older pupils' knowledge and skills are limited by their previous experiences. Year 6 pupils are aware of different musical types, such as rap, garage, opera and church music but are less confident in explaining characteristic features or in using musical terms and notation.
151. The senior management team oversees the music curriculum and the school's priorities have not included music in the last two years. The headteacher is conscious that the standard of music is not as good as it was and is looking at ways to widen the curriculum.

## **PHYSICAL EDUCATION**

152. Standards achieved by the pupils at Key Stages 1 and 2 are as expected for their age. Pupils experience a range of activities in line with National Curriculum guidance. In gymnastics, movement and games lessons, most pupils make good progress in the development of their skills, and in the way they work together. In Year 5 the pupils go swimming but the school reports that only one pupil in three meets the national target of being able to swim 25 metres by the age of eleven. Pupils take part in local sports tournaments and inter school matches with a good degree of success.
153. At Key Stages 1 and 2, in movement lessons, pupils learn to move around the hall with increasing control, balance and poise. Many pupils are agile, well co-ordinated and are good sprinters but they do not always work to their full potential in lessons. Year 1 pupils enjoyed moving in different ways to represent differing moods. They rose well to the challenge of combining three different movements and improved their performance once they had discussed the good points in others' demonstrations. Year 2 pupils enthusiastically stretched as part of their warm-up session and worked sensibly initially in groups to form shapes and letters. However, when the level of challenge fell, a few boys began to misbehave and progress slowed.

154. Most teachers set a good example by changing into sports wear for lessons. Although the pupils like physical education sessions, they often take a long time to get ready and too many pupils miss out on lessons and after school activities as they forget their kit. Once involved, pupils are enthusiastic and often keen to get on with things. Year 4 pupils braved a very cold wind to practise their throwing, catching and dribbling skills. The older pupils discuss and improve their performance to a good standard whilst working collaboratively in-groups to rehearse and refine their movements. All the pupils are aware of the need to warm up properly before a period of exercise and know what effects physical exercise has on their bodies.
155. The quality of teaching and learning is generally good. The coordinator provides a good model in teaching physical education. She uses her good subject knowledge to structure lessons and to challenge the Year 6 pupils. She has high expectations of what the pupils can do and achieves them due to her enthusiasm, coaching, demonstrations and effective use of praise. This is boosting the progress of the Year 6 pupils who work hard and behave well during the lesson. She is having less influence, however, on work in other classes and overall standards as she does not monitor the quality of other's teaching or track the pupils' progress. All the teachers encourage the pupils to take part with enjoyment and encourage them to think about their performance and how to improve. This was well illustrated by the Year 6 teacher's use of "Are you successful? Why not?".
156. The school justifiably prides itself on offering a good range of extra-curricular clubs that include football, dance, cricket, rounders and netball. Pupils have also benefited from sessions with professional coaches from Surrey County Cricket Club and Fulham Football Club.

## **RELIGIOUS EDUCATION**

157. This is the focus of a separate diocesan inspection.