

INSPECTION REPORT

EARDLEY PRIMARY SCHOOL

Streatham, SW London

LEA area: Wandsworth

Unique reference number: 101004

Headteacher: Andrew Marks

Reporting inspector: Frances Forrester
11590

Dates of inspection: 17 – 20 September 2001

Inspection number: 193798

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Foundation
Age range of pupils:	3 - 11
Gender of pupils:	mixed
School address:	Cunliffe Street Streatham London
Postcode:	SW16 6DS
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Moira Swinbank
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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11590	Frances Forrester	Registered inspector	English as an additional language Foundation stage curriculum Art Religious education	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?
01311	Barry Wood	Lay inspector		How well does the school work in partnership with parents?
8187	Fiona Bevan	Team inspector	Geography History Physical education	
16116	Chris Taylor	Team inspector	Mathematics Design and technology	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?
18083	Judith Howell	Team inspector	English Equal opportunities	
20875	Jim Howard	Team inspector	Science Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eardley Primary School is larger than average with 532 pupils on roll. The nursery offers full time places for 48 children 20 of whom are full time. Most pupils live in Wandsworth, but some travel long distances from other boroughs. Attainment on entry is low. Thirty five per cent of pupils are learning English as an additional language, with over 40 different family languages. Pupils come from a wide range of social and cultural backgrounds and the main ethnic groups are white British, Indian, Black Caribbean, African and pupils from other black national origins. The main spoken languages (other than English) are Urdu, Somali, Arabic and Spanish. There are 51 refugees. Just over a third of pupils are entitled to free school meals, which is high. Twenty three per cent of pupils have special educational needs which is broadly average and a higher than average percentage has statements of educational need. Pupil mobility is high but similar to local schools. The inspection took place in the second week of term, and pupils in some classes were still settling into new routines. In the nursery and Reception classes, children were being admitted each day. There were five new teachers, with three new to the profession. The school has been able to appoint enough teachers to fill autumn term vacancies, but one teacher is on a temporary contract.

HOW GOOD THE SCHOOL IS

Eardley Primary School is very effective. Leadership and management are very good and have a successful impact on all pupils' learning. The good teaching and learning have improved over the last four years and the quality is now better. The school gives very good value for money.

What the school does well

- The staff's shared commitment and hard work that is making the school successful in helping pupils achieve well.
- Pupils' spiritual, moral, social and cultural development is a great strength of the school's work.
- The very good provision in the nursery and Reception classes and the excellent procedures for admitting new children.
- There is very good provision for pupils who are learning English as an additional language
- The high quality of dance lessons, which successfully inspire pupils to achieve high standards.
- The community makes a positive contribution to the school, and helps promote pupils' learning.

What could be improved

- The quality of teaching in the weaker lessons.
- The inaccessibility of the library and poor information book resources which make it difficult for pupils to research their work.
- The arrangements for monitoring the use and quality of support staff.
- The punctuality and attendance of pupils. These have a negative impact on the progress pupils make, because they often miss the start of lessons or have large gaps in their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very positive improvements have been made since the last inspection in 1997, which has led to rising standards. The school's management has been strengthened, and teachers with a subject

responsibility are now more effective. The quality of teaching has improved, and time is better allocated to each subject. Religious education and the school's acts of worship now meet legal requirements. The new computer facilities are very good, and are already ensuring that pupils regularly practise their computer skills. The school has improved its already good provision for pupils who are learning English as an additional language. The support for pupils with learning difficulties is also better, and it is now good. Pupils' personal development is more effectively promoted, and spiritual, moral social and cultural development are very successfully promoted.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	B	A
mathematics	C	C	D	B
science	D	D	B	A

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

Children start school with a limited knowledge of number and literacy, and some do not speak English. Despite this, they progress well in the foundation stage, and learn a wide range of skills. Very good learning opportunities provide a good basis for their future education. Children attain appropriate standards in personal, social and emotional, creative and physical development and in developing a knowledge of the world. However, by Year 1, the standards achieved are still below the national expectations in communication, language and literacy, and mathematical development. Individual and group support ensures pupils achieve as well as they can. The provisional results for 2001 show some improvement although the number of Year 2 pupils who reach the standards expected of their age group is likely to be below average in English and mathematics, and average in science. By Year 6, most pupils achieve well as a result of good teaching, good support for pupils with special educational needs, and very good support for pupils who are learning English as an additional language. The school's trend in improvement is above the national trend: results for Year 6 in 2001 are good and show a further improvement. Pupils' performance is above average in English and science and very high compared with similar schools. In mathematics pupils' performance is nearly average but high for similar schools. The school achieved its agreed targets for English and mathematics in 2001. Pupils' work is of an appropriate standard for the time of year, except in gymnastics and games in Years 3 - 6, where they were too low. Pupils' work last year shows some high standards in science, history and art. In Year 6, pupils have good standards in art, history, dance and swimming.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good attitudes, and most are happy to be in school. They are very enthusiastic in inspiring lessons such as dance.
Behaviour, in and out of classrooms	Throughout the school, pupils' behaviour is satisfactory. In assemblies and in the best lessons, it is often very good or excellent. A few pupils have challenging behaviour, which is evident in some weaker lessons and in boisterous behaviour in the playground.
Personal development and relationships	These aspects are good. Pupils quickly develop good relationships with their teachers and other members of their class.
Attendance	A significant minority of pupils arrive late and take time off from school for holidays. As a result, attendance is unsatisfactory.

In the best lessons, pupils have very good attitudes. In a few weaker lessons, there are occasional noisy outbursts. The school successfully promotes personal development, and pupils' relationships are good. There is a good partnership with parents. The school successfully monitors attendance, but the rate of attendance has deteriorated yearly.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

Good quality teaching throughout the school is having a very positive impact on pupils' learning. Out of 99 lessons observed, three were excellent, 20 very good and 38 good. In these lessons, teachers managed pupils well and had high expectations; they made their lessons interesting. The school has successfully implemented the National Literacy and Numeracy strategies and the quality of teaching in these lessons is good. In a very small number of lessons, pupils were not as well motivated and they lacked concentration. In these cases the topic did not challenge the class or else it was pitched at too high a level for pupils' ability. The quality of the teaching in the nursery and Reception classes is good, and often very good. This ensures children have a successful start to their formal education. The school does its utmost to meet individual needs, and teachers are totally committed to supporting all pupils. At this early part of the term, some teachers had already established a very good working relationship with pupils, whereas in lessons, which were less effective, pupils were still unsettled. Support staff are often used well but in weaker lessons, they have little impact on pupils' learning. The specialist teaching support for music and dance is a very successful initiative. In dance lessons, pupils are inspired to reach high standards. The language support teachers give very positive support to the many pupils who are learning English as an additional language. Pupils learn quickly and make good progress. Pupils with special educational needs are given good support, and this ensures they

make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning opportunities in the foundation stage are very good. Throughout the school, pupils benefit from a wide range of activities, including a very good range of after-school clubs and activities and links with the community.
Provision for pupils with special educational needs	Good opportunities are provided for pupils with learning difficulties to help them make progress. They receive good support both in small groups and individually.
Provision for pupils with English as an additional language	Very good support is given, both in and out of the classroom in small groups. The school carefully analyses the results of different ethnic groups so that extra support can be given to those who are at risk of falling behind their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This aspect is a great strength of the school's provision, and it has a positive impact on pupils' attitudes.
How well the school cares for its pupils	The school successfully cares for its pupils and works very hard to give pupils the best possible opportunities to reach their potential.

The school works hard to promote a good partnership with parents. Very good opportunities are provided for pupils to perform in school productions, and dance lessons are a particularly successful activity which inspire pupils and give them confidence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. The senior management team and teachers, who have special responsibility for a subject, successfully support him.
How well the governors fulfil their responsibilities	The governors are effective and they have a good understanding of their role in shaping the direction of the school.
The school's evaluation of its performance	The school successfully evaluates its performance, and takes very good action to meet its annual targets.
The strategic use of resources	Very good use is made of resources, including specialist instructors. Priority is given to employing a high number of support staff.

There is an adequate number of staff. The building has limitations. Time is lost through teachers taking pupils up and down the stairs. The acoustics in some rooms are poor and the noise of pupils moving about upstairs often disturbs the youngest classes. There are adequate learning resources, but information books are in urgent need of auditing. Some are very out of date and need to be replaced. The school has a very good management plan, and delegated roles are very clear. The school very successfully applies the principles of best value. Results are analysed carefully, and trends in performance monitored, to ensure pupils make the best progress possible.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The continually improving standards. • The headteacher's regular presence in the school playground. • The teachers' willingness to discuss pupils' progress. • The standards of school performances. 	<ul style="list-style-type: none"> • They would like more school productions. • They feel that, in order to raise standards in English, mathematics and science, it has been necessary to cut out a lot of extra activities such as trips to the seaside.

The inspection team fully endorse the positive comments parents have made. Parents should be reassured that the school still plans to put on special performances. Inspectors observed videos of past productions, and they were impressed with the standards. The school's policy is to only arrange educational visits that have an impact on learning. The inspection team think this is justified. The school does its utmost to provide as many additional activities as it can. One visit to a church and another to Hampton Court Palace were arranged in the first week of term to enhance religious education and history lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children first start the foundation stage in the nursery, most have a limited knowledge of number or literacy. Some cannot speak English, and some find it difficult to mix with other children or to take turns and share. Consequently, the nursery makes it a priority to promote children's personal, social and emotional development. This is very successfully done, and children make good progress and successfully establish good relationships. They learn a wide range of skills, which prepares them well for the early learning goals¹. In personal, social, emotional, creative and physical development they make very good progress and achieve very well for their age group. However, their standards are still well below the national expectations for four year olds when they move into the Reception classes. The nursery's very good provision successfully promotes the early learning goals and effectively impacts on children's learning. By the time they are four, children have a good basis for their future education. They respond well and are keen to learn.

2. About half of the children in the Reception classes have not attended the nursery. These children often need to develop socially when they first start school. The school does all it can to support the children in the youngest classes and, if necessary, individual support is provided to develop language skills. For instance, very good teaching support is given to pupils who cannot speak English or who find it difficult to concentrate on text in a book. The teachers plan targeted time for this work, and it is having a significant impact on children's progress. Children achieve as well as can be expected. This means that their attainment by the end of the foundation stage, in relation to the early learning goals, is in line with the expectations for their age group in creative and physical development and in their knowledge and understanding of the world. Standards in communication, language and literacy and mathematical development are generally low, and many do not reach the expected standards by the time they move to Year 1.

3. This is still the case by the end of Year 2. Some seven year old pupils cannot make up enough ground in every subject to reach the standards that are expected nationally by the time they move to Year 3. Nevertheless, in 2000, an average number of seven year olds reached the recognised standards in reading and writing. In mathematics the standards were much lower and well below average. The provisional results for 2001 suggest that a below average number of pupils attained the national expectation of Level 2 or above in English and mathematics. Teachers' assessments in science showed pupils had better results, and an average percentage attained the expected standards.

4. Throughout Key Stage 2, pupils make good progress and learn effectively. The school has effective assessment procedures for English, mathematics and science, and results, trends and differences in performance are successfully analysed. For instance, the school was concerned that girls were underachieving in mathematics, as this was the case in 2000, and provided additional support. Organising groups by ability helps to ensure the support is targeted at the correct level. The school continues to provide very good individual support for pupils who are learning English as an additional language. Pupils are given every opportunity to learn effectively, without interference or disruption. This is successfully impacting on the performance of Black pupils who previously gave cause for concern because many were underachieving. As a result, the school's trend in improvement is above the national trend, and the National Curriculum results in 2000 were above average in English and mathematics when compared with similar

¹ Early Learning Goals are nationally agreed areas of learning for children in the Foundation Stage in personal, social and emotional development, communication, language and literacy, mathematics, creative and physical development and knowledge and understanding of the world.

schools. In science, the results were still below average. The results for 2001 are good and show further improvement. Pupils' performance is above the national average in English and science and very high compared with similar schools. In mathematics pupils' performance is nearly average but high when compared with similar schools. These results show that pupils achieve very well. The school has successfully achieved its 2001 targets for 11 year olds and it plans to raise its targets by five per cent next year.

5. Pupils with special educational needs make good progress towards the targets identified in their individual education plans. They are well supported in class and benefit from good quality teaching when they are withdrawn to work out of their classroom. The provision of specialist teaching, for example to help with reading, is particularly effective. Pupils progress well in these sessions. By the time they leave the school, most reach standards in line with their abilities.

6. Eleven year olds attain good standards in history and art. The specialist teaching in dance is having a significant impact on pupils' attainment. By the age of 11, pupils' performance in dance is quite sophisticated and well above expectations. In swimming, the majority also exceed the national expectation but other aspects of physical education are not as well taught and standards are consequently lower.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

7. Overall, pupils' attitudes to the school are good and contribute to their learning. This good standard has been maintained since the last inspection. Pupils seem to enjoy coming to school and they participate fully in all it provides for them. They are happy, well motivated and enthusiastic. In some assemblies for the oldest classes pupils sat silently and were captivated by the story. In other very good lessons, talented teaching enthralled the pupils. In the foundation stage, children are enthusiastic about their activities. They happily make choices and try hard to please their teachers. They enjoy being in school and respond well to their teachers. Behaviour is good and children are successfully encouraged to quickly apologise to other children if they have upset them.

8. Pupils are friendly and happy to talk about what they are doing and to share their work with visitors. There is a general absence of oppressive behaviour and a high degree of racial harmony within the school. Teachers show respect for pupils and they do their utmost to discourage any discrimination or negative behaviour or social exclusion in the playground. There have been nine exclusions during the past year; these were for aggressive behaviour when pupils became out of control.

9. The standards of pupils' behaviour are good or better in the majority of lessons, and satisfactory across the school. The school has an orderly atmosphere and pupils are well aware of the school's rules. The school has a number of pupils with identified behavioural difficulties. Staff deal with these very well but on some occasions pupils disrupt activities and concentration for the other children. The school has effective strategies in place to intervene promptly. Pupils are well aware of the school's sanctions and systems for rewarding good behaviour. However, the lack of space, particularly in the dining hall and playgrounds, causes difficulties. Behaviour in the dining hall at lunchtime is generally good, but long queues waiting for lunch lead to a high noise level. In the playground, the space had been organised into different zones for play, but energetic games of football sometimes intrude upon quieter areas. In common with their classmates, pupils with special educational needs generally display good attitudes to their work. Most are enthusiastic and they listen carefully and persevere. They are fully integrated into all aspects of school life.

10. Opportunities for personal development are good across the school, with children taking

a keen interest in school life and in all the activities provided. Relationships between pupils, and between pupils and staff, are good. Staff treat their pupils with care and respect, and this is reflected in the way pupils relate to them. There are good opportunities for pupils to take responsibility and to show initiative, for example as playground monitors, as “buddies” for new pupils, and to help with music during assemblies, and pupils respond enthusiastically.

11. The previous report found attendance broadly in line with the national average. The school's attendance has declined, and present levels are now unsatisfactory compared with national statistics. In comparison with other Wandsworth schools, the school has a just above average attendance. Approximately one in six pupils has an attendance rate of less than 80 per cent. During the last two years, unauthorised absence has stabilised, but at a high level. Authorised absence has risen to a high level for a primary school; the school finds it difficult to impress on a minority of families, the need to carry out their statutory obligations regarding their children's attendance at school. There are no indications of any truancy. One in three pupils finds it difficult to come to school on time, but punctuality throughout the rest of the day is satisfactory. The unsatisfactory levels of attendance and punctuality undoubtedly adversely affect the attainment and progress of some pupils, and the quality of education the school provides.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The good quality teaching is having a very positive impact on pupils' learning throughout the school and all pupils are positively benefiting from being in school. Out of 99 lessons, three were excellent, 20 were very good and 38 were good. This is a great improvement since the last inspection. Teachers are skilled at managing pupils in the best lessons, and they have high expectations. In these lessons, the topic is presented in an interesting way. There were 34 lessons that were satisfactory, and only four where the teaching was unsatisfactory. In satisfactory and unsatisfactory lessons, teachers were not able to generate enthusiasm for the topic and this resulted in pupils having limited concentration. The impact of this was that pupils did not make as much progress as they might. In the unsatisfactory lessons, the topic did not challenge the class or the teacher had planned a lesson that was pitched at too high a level for pupils' age and ability.

13. The quality of the teaching in the foundation stage is always good, and often very good. This ensures children learn successfully and make a positive start to their formal education. In the nursery, every opportunity is taken to promote children's confidence and make them independent. The excellent admission arrangements effectively assist children to quickly feel at home in their new class. Activities are very well planned and organised. Staff allow children to choose freely from a wide range of learning opportunities in and outside the classroom. The teachers and nursery nurses plan their work in great detail. They work very well as a team and successfully promote children's learning by skilfully asking questions that encourage children to think about their tasks. For instance, 'How many legs has this spider got?', 'Can you see what he is doing?' 'He is weaving a silky thread, do you know what he is making?'. They pose problems as they read number stories or rhymes. For example, 'How many monkeys will there be jumping on the bed when one jumps off?'. Lots of visual aids are used to help new arrivals to feel relaxed in their new learning environment. For instance in the nursery, the teacher has a book of photographs showing activities which took place last year. In a Reception class, similar photographs were displayed on the wall. These opportunities are used to promote reading, writing and number skills. The nursery and Reception staff assess children's progress very thoroughly. They keep parents well informed about their child's progress. They make regular observations and use these to carefully plan their activities. They work closely with the support teacher for pupils who are learning English as an additional language. In this way, very good individual language support is given to those children who do not speak English. For instance,

the teachers communicate through gesture and facial expression as well as giving visual support using pictures and puppets. This is positively promoting learning, and children become increasingly confident to communicate in English. Teachers value this linguistic diversity and children often use their home language in their play.

14. In the best lessons throughout the school, teachers have a good understanding of the subject. They teach basic skills well and they often have original ways to hold pupils' attention. For instance, in English the successful impact on learning was well illustrated in an excellent literacy lesson in Year 6, in which the teacher analysed a challenging poem, 'The Forest', with his class. Pupils were enthralled by the poem and by perceptive questioning, and the teacher enabled them to explore word patterns and to understand the link between lines such as: 'suddenly, there comes a rumble, as if history were being uprooted' to something enormous happening, by skilfully making use of informal language. The pace accelerated as his questioning increased the demands of the lesson and engaged the pupils' interest and attention. In a religious education lesson in Year 5, the teacher was sensitive to the fact that pupils had just returned from their mathematics groups. She gave her class time to reflect with their eyes closed and gradually reminded them of the previous week's lesson when they had visited a church. She asked them to picture the building in their minds. In this way, she skilfully introduced a new subject and they were able to immediately respond with enthusiasm.

15. In weaker lessons, appropriate strategies had not yet been established for good class management and praise was given inconsistently. In one lesson, the teacher was not secure in her knowledge of the subject and did not use suitable scientific terms. In a satisfactory literacy lesson, the teacher was trying to establish good control but tended to be too negative with her class. As a result, they lacked interest and the motivation to try hard. Some of these weaknesses can be attributed to the start of term. Inexperienced teachers had little time to settle their classes and newly qualified teachers had not yet received induction training. The school has good arrangements for monitoring teaching and it makes professional development a priority.

16. Where support staff are used well, they make a very valuable contribution to learning. For instance, the very good support in Years 5 and 6, allowed the teacher to deploy the support staff to work with a group independently. The learning support assistant had clear instructions and fully understood the learning objectives of the activity. This led to pupils working hard, achieving good results and learning effectively. In weaker lessons, support staff often have little impact on learning. For instance, they sit watching the teacher teach the class and only become actively involved in the lesson during group activities.

17. The National Literacy and Numeracy Strategies have been well implemented, and the quality of teaching in these lessons is good. Teachers are good at developing pupils' basic skills. If they are concerned that pupils are at risk of falling behind, members of staff are totally committed to supporting them by giving extra help with their work. Despite it being the second week of term, some teachers had already established a very good working relationship with pupils whereas, in the weaker lessons, teachers were still getting to know their pupils.

18. The specialist language teachers give very positive support to pupils who are learning English as an additional language so that they learn quickly and make good progress. The teachers work very closely with class teachers and they give support as part of a whole lesson working alongside the class teacher, or else they give targeted individual support somewhere where pupils will not be distracted. For instance, when working with a new arrival, visual cues and actions are used to help pupils to understand. Occasionally another pupil or parent translates to aid pupils' understanding. The school encourages pupils who are confident writers in their mother tongue to practise. There is evidence, in a display, of good standards of writing in a range of languages. The school is beginning to assemble vocabulary books in other languages with visual clues for pupils to use. Members of staff do all they can to generate confidence and to help pupils to be successful. They ensure no pupil is disadvantaged in school.

19. The teaching of pupils with special educational needs is particularly effective when they are withdrawn for specialist help. Their needs are correctly identified and teaching is well focused towards reaching the targets identified on their individual education plans. When pupils are in their classes they benefit from support from learning support assistants. All class teachers plan to meet the needs of pupils with special needs and ensure that work set is suitably matched to their ability.

20. The school successfully prioritises the use of specialist teaching in subjects such as music and dance. This is a very successful initiative. In dance lessons in particular, pupils are inspired to reach high standards.

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

21. The curriculum provided by the school is good and it has breadth and balance. It contains the full range of subjects and complies with legal requirements. The school ensures that all pupils benefit from what the school offers. Teachers compensate for any lost time when pupils are given additional support and withdrawn from their class. In this way, the school makes certain that all pupils have access to a full curriculum. The quality of learning opportunities is very good for the foundation stage and good across the rest of the school. Since the last inspection, the curriculum has been considerably enhanced. The provision for pupils with special needs is good and very good for pupils who are learning English as an additional language.

22. The National Literacy and Numeracy Strategies have been introduced effectively across the school. The provision for teaching of literacy skills is effective, and for numeracy skills very good. The school has made the development of skills in these areas a priority. However, the school has a poorly resourced library area, which is not readily accessible to younger classes. Information and communication technology is used well across the school to support learning in other subjects, but there is scope for further development of this. The recent installation of a new computer suite, together with technical support, is making this considerably easier.

23. Personal, social and moral development of pupils is very good across the school. Topics are covered in specific lessons as a whole. Social, moral and health issues are fully discussed. For example, during personal, social and health education, pupils looked at the effects of different drugs on the body and mind. In design technology, they looked at the nutritional aspects of the foods they were preparing. A full programme of sex education is offered, with input from the school nurse.

24. Teachers' planning is very detailed and good, with the school using the Qualifications and Curriculum Authority's schemes as a framework for developing its own. The coverage of subjects is, on the whole, well balanced. In some classes, the school groups pupils by prior attainment for numeracy. All pupils have equal access to the curriculum. Pupils with special needs are well supported, either by support from a classroom assistant, or by work prepared at their level of capability. The pupils who are learning English as an additional language have very good support. Visual cues and gestures help their understanding and other pupils, members of staff and parents provide translation where possible.

25. Pupils transfer to a range of different secondary schools, but appropriate opportunities have been provided for pupils to develop links with two of the local secondary schools. The school has a large proportion of pupils who arrive during the school year. They settle in quickly, and a "buddy" system and 'welcome pack' help them to feel welcome. The school also has the benefit of help from students from other institutions, including pupils on work experience, trainee

nursery nurses and trainee teachers.

26. The programme of extra activities provided by the school is very good. There is a football 'double' club that helps teach football and literacy skills, an annual camp which all children over the age of seven can attend, booster classes in literacy, numeracy and science skills and the Trojans after-school club. Links with the local community make an effective contribution to learning. The school has a good relationship with two local churches; visits are made to a local synagogue and a Baptist chapel. Visitors such as authors and storytellers come into school to talk to the children. There are a number of beneficial visits, such as to Hampton Court Palace. The school has links with a number of businesses, including a local bank which helped to develop the garden.

27. Pupils with special educational needs have access to a good range of learning opportunities. Pupils are carefully assessed and their needs are accurately diagnosed. They receive good support in school and from outside agencies. The quality of individual education plans is good and activities are well matched to the targets they set. Pupils receive well-focused teaching when they are withdrawn from class and support when they are not. This enables them to follow a broadly similar curriculum to their peers. Records are well maintained and progress is carefully monitored. All reviews and statutory assessments are properly carried out.

28. Provision for pupils' spiritual, moral, social and cultural development is very good overall. The provision for pupils' spiritual development is good and reflects its rich diverse community; the school teaches a programme which caters for a wide range of beliefs and cultures. Assemblies comply with statutory requirements and some are very good or excellent. Displays are used effectively to familiarise pupils with a range of different faiths and visitors to the school also enhance the school's multi-cultural provision. There are good opportunities to consider aspects of faith and morality in other subjects.

29. The provision for pupils' social development is very good. The pupils co-operate well in lessons, care for each other and play together well. There are good opportunities for pupils to take responsibility, such as in organising recorded music for assembly, and working in the library. The residential and other visits contribute to pupils' social development, and pupils are involved in fund raising activities, showing they have an awareness of what it means to be a good citizen. The teaching and other staff provide good role models for pupils in the school.

30. The pupils' cultural development is promoted very well. Art and literature are used in many contexts, both on displays and to stimulate interest in subject for study. Aspects of other countries are studied, in one class they had been looking at making African masks. Music is used to set the context for assemblies and to stimulate successful dance lessons. A project on making puppets had been undertaken across the school, with one class making and putting on a shadow puppet performance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The previous inspection report judged that the school had good arrangements to support pupils and provide for their welfare. The school has successfully maintained most aspects of its support, guidance and welfare agenda, in line with its stated aims. This is a strong area of school life, and greatly assists pupils' development, and the teaching and learning environment. The headteacher and staff are very mindful of the community that they serve. They are totally committed and dedicated to the welfare and education of the pupils and to providing a stable environment. Often, this care and stability extends to assisting the parents in the community, which is greatly appreciated.

32. The monitoring of pupils' personal development is good. In the foundation stage, children are rigorously assessed against educational and personal development criteria. Throughout their early years, pupils' personal development is very successfully monitored, and detailed records allow teachers to recognise if children need additional support. Throughout the later years, the overall monitoring of personal development remains informal, although based on a close relationship with the pupil. Pupils' behaviour problems are suitably tracked although not systematically analysed for whole-school trends. Informal procedures allow the school to identify pupils with special educational needs, or those with English as an additional language, and involve outside professional agencies where necessary. The school has good special educational needs provision, and a very good specialist support for pupils who are learning English as an additional language. Pupils make good progress against targets in their individual educational plans, which include attainable targets that are reviewed termly with parents.

33. Admission procedures to the foundation stage are excellent. Throughout their time in the school, pupils are well cared for. The school's detailed knowledge of all its pupils extends to parents and carers, and it is exceptionally vigilant when dismissing pupils at the end of the school day. As part of its total support for its pupils, the school has pioneered the after-school club, Trojans, which has been successfully extended to other schools. Many pupils take advantage of this very high quality after-school provision from an enthusiastic staff. The school has also linked to the Arsenal Double Club, which provides an excellent joint literacy and football initiative for 30, Year 4 pupils. The school has good relationships with secondary schools that enable pupils to transfer without anxiety.

34. The school has a sufficient range of well-defined and updated support, guidance and welfare policies, which underpin its actions. Policies are implemented consistently across the school and with a good understanding by all staff. A very good quality staff handbook assists them. The school receives a variable level of support from outside agencies including the school nurse who leads a health education programme for older pupils. The efficient administration system stores pupils' data on computer and this is sufficiently accurate and detailed to support any emergency. The school has a good understanding of pupils with specific medical problems and staff are appropriately trained to administer medicines or procedures. Child protection procedures are good, under the positive guidance of the special educational needs co-ordinator. The school is very vigilant and it discharges its responsibilities well for pupils who are at risk.

35. The school has high expectations of pupils' behaviour, and procedures for promoting this are good. The positive discipline policy is well understood by staff and it is effectively and consistently applied, even where teachers are new to the school. All teachers value the full support of the senior management team and headteacher when there are difficulties with class management. The school's policy gives a good definition of the consequences of poor behaviour, such as escalating sanctions including a system of grey cards and the use of a quiet room at lunchtime. Classrooms have a display of class rules, which have been negotiated between teacher and pupils, but the school is also making pupils aware of self-discipline. The school has a comprehensive awards structure in place. Sanctions include exclusions, which the school has used as a last resort, and parents are involved at an early stage. Staff are very effective in detecting any poor behaviour in the school, and the vigilant headteacher and staff have eliminated many aspects of inter-personal conflict, particularly in the playground, through effective strategies.

36. The systems for assessing pupils' attainment are good. This is a considerable improvement since the time of the last inspection. In addition to compulsory tests and assessments the school also makes effective use of other standardised tests and voluntary National Curriculum tests to build up a clear picture of its current level of success. Procedures are fully developed in English, mathematics and science, where they are very good. The school thoroughly analyses the information it receives. The relative performance of different groups of pupils is carefully compared and immediate steps are taken to eradicate any underachievement.

37. The arrangements for assessing progress in other subjects are more informal. In some instances they are more a record of work that has been covered, than a record of pupils' achievements. Teachers evaluate their lessons and the best of these evaluations include helpful assessment information. Many make regular notes on individual pupils' development of skills and understanding, and amend their teaching accordingly. The quality of marking is of a satisfactory standard overall, and is often good. The best examples offer pupils both encouragement and clear guidance on how to improve. The procedures for the identification, assessment, monitoring and review of pupils with special educational needs are good. Pupils' progress is carefully tracked, and when necessary, appropriate action is promptly taken. Full and effective use is made of external agencies, as the need arises.

38. Procedures for monitoring and improving attendance are satisfactory. Problems with the school's computerised register system last year have made the analysis of attendance and punctuality difficult. The headteacher and senior management team have tried to develop a good attendance and punctuality culture that demands commitment from parents, but attendance remains unsatisfactory. The school also encourages pupils to be punctual by awarding a class cup for good attendance. Registers are completed in a statutory manner and the registration period is carried out courteously and efficiently and provides a settling and calming period for pupils.

39. Health and safety procedures under the guidance of the headteacher and a knowledgeable governor, are good. Procedures are well defined and effectively implemented in old buildings where space is often at a premium. The confines of the buildings and playground, and some pupil behaviour problems, can raise the annual minor accident rate for pupils and staff. The school is used to keeping a full record of minor accidents, but a greater analysis of these accidents could indicate strategies for their reduction. Pupils are being acquainted with health and safety principles in the home and at school through the school's personal health and social education provision.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The last inspection report indicated that the partnership with parents was good and a strength of the school. The quality of information for parents was judged as being of generally good quality. The school continues to work hard to build a meaningful relationship with all its parents, including refugees. As a result, pupils from all ethnic and social groups fully participate in school activities. The strong integration of parents, and the participation of parents within the life of the school, is a major factor in the development of the school's ethos. Although the inspection meeting for parents was not well attended, the parents' questionnaire had an increased level of completion since the previous inspection, and there is now a strong indication that most parents have a real interest in their children's education. Parents have a very good opinion of the school and there were no areas of significant parental dissatisfaction in response to the inspection questionnaire.

41. The effectiveness of the school's links with parents is good. The school wants to be a welcoming school and the headteacher and staff proactively engage parents in conversation in the school playground. Despite the tight security arrangements, parents find it comparatively easy to enter the school and develop informal communications with teachers and staff. The impact of parents in the school is also good. A small core of parents, mostly from the lower age group pupils, plays a high quality role within the school, and within classrooms, through listening to readers and helping teachers with school visits. Many parents help with educational visits and the residential camp. Some parents assist in the organisation of activities in the after-school club, Trojans. The Parents and Staff Association is now being revamped after a period of decline,

through the enthusiastic efforts of a small group of parents. The association has already raised substantial funds for the school through a summer fair that had a high attendance.

42. The quality of information for parents is good. The prospectus and the annual governors' report to parents indicate that the school values its good relationship with parents. The design of the prospectus indicates that the school wishes to communicate a lively and personal image to the outside world. Written communications are of sufficient quality, regularity, and timeliness, and are respectful of the role of parents, but parents who do not speak English have to rely on friends or their children for translation. Bi-annual reports to parents are good. They give extensive and perceptive feedback into pupils' abilities and achievements in all subjects of the national curriculum and for personal development. Reports do not report performance against past targets, but identify future targets in subjects and for personal development.

43. The growth of the educational partnership is an increasingly good feature of the school for most parents. However, only seven out of ten parents have signed the home-school agreement. The school has run adult education programmes for information on the curriculum and information and control technology but interest has been variable. Interest in the governors' evening for parents is low. Parents are given an overview of topic work each term. An increasingly high proportion of parents approve of the present homework arrangements. There is a close collaboration with the parents of pupils with special educational needs and together they produce meaningful individual educational plans, with targets, which produce good progress. Parents receive good guidance about transfer to the secondary school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school are very good. The headteacher has a clear vision for the school. With the active involvement of governors and the senior management team, he makes a very positive impact on school improvement and on raising standards. In the last inspection, the school's management was judged to be sound, but the legal requirements for collective worship and religious education were not being met. The time allocated to subjects was judged to be insufficient and the impact of teachers with subject management roles was criticised. The school development planning had weaknesses and it had very little impact on raising standards as limited analysis of test results was taking place. All of these issues have now been successfully addressed. The headteacher and his recently appointed deputy make a very good team. The school has a great commitment to making improvements.

45. Staff and pupils are well motivated and committed to their school. They set a good example and provide positive role models for all pupils. They enthusiastically support the school's policy to promote racial harmony and to make pupils feel valued as individuals. The school's strategy for staff appraisal and performance management is good. The headteacher provides the governors with feedback on progress against school targets and development plans, through meetings and termly reports. His reports are detailed and informative. The school's priorities for development are carefully decided. Analysis of assessment data and information drawn from monitoring standards successfully inform an annual review of the school development plan. The school carefully audits staff opinion on agreeing areas for improvement and, in addition, subject managers draw up their own action plans for improvement. The school carefully monitors the use of the Ethnic Minority Achievement Grant and it effectively analyses the National Curriculum results of different ethnic groups to note trends. A recent example of this proving effective is the school's analysis of the test results of Black Caribbean pupils, which shows improvement since the previous year. More of these pupils attained the national expectation of Level 4 after receiving additional support in booster groups. The quality of teaching and learning is effectively monitored and, as a result, this is strong. The school is committed to staff development and ensures there is a good programme of training, which includes local courses. Induction procedures are successfully in place to support newly qualified teachers.

46. The school faces a number of challenges. Recruitment and retention is a constant problem. The headteacher does well to keep a high profile in the school playground, despite the bureaucratic demands on his time. The school is totally committed to giving support to all pupils, but some families need a lot of additional support and the school often feels over-burdened by these demands. The support from outside agencies is often stretched, and even a single pupil with serious learning needs can take up a lot of the school's allocated time from the educational psychologist. Providing full curriculum coverage is also problematic. Time taken to move classes of pupils up and down the stairs safely often eats into lesson time.

47. The governing body is effective and governors know their school well. They have a good understanding of the school's strengths and weaknesses. Governors are enthusiastic and anxious to give their full support to the school. They have successfully delegated roles and responsibilities, and a good committee structure has been defined. The chair of governors regularly visits the school to meet with staff. The governors are very proud of their school and they have a good working relationship with the headteacher and senior staff. All statutory requirements are successfully met. The school successfully achieves its aims, and it provides a very good ethos where pupils are made to feel truly valued. Governors have recently introduced a governors' conference, which proved successful. They plan to make it an annual event.

48. The management of the provision for pupils with special educational needs is good. Records are well maintained, and pupils' progress is carefully charted. The governing body is well informed and committed to helping the school to meet the needs of all its pupils. The special needs co-ordinator is thorough and efficient and plans well for future developments. Funding for pupils with special educational needs is used appropriately, primarily to provide support staff, and this represents good value for money.

49. There is an appropriate number of teachers and support staff for the number of pupils on roll and for the high percentage of pupils who have special educational needs or who are learning English as an additional language. The senior management team have very effectively delegated roles and responsibilities to improve communication and to create smaller consultation teams. This is effectively allowing all staff to identify weaknesses and to raise issues with the senior management team. There is very good management for those who speak English as an additional language. There are good systems for monitoring the effectiveness of teaching and learning, and the school acts successfully to meet its targets. However, the quality of support staff, including dinner supervisors, is not rigorously monitored. In some lessons, support staff spend rather too much of their time sitting observing the teacher.

50. The school has adequate accommodation. Most classrooms are of an appropriate size, and some are large and airy. Some rooms are rather small, but staff make good use of the limited space. The school's accommodation has a number of very good features. These include a very good resource area for teachers that is successfully managed by a very efficient media resource officer. Regular access to the well-equipped computer suite is already having a positive impact on pupils' learning. The good standards in swimming can be attributed to good teaching and also to having convenient pool facilities on site. There are three adequately sized halls. The playground has been carefully zoned to provide quiet areas, and a rota ensures equal access to different parts of the school grounds. Wall space is used well for mounting interesting and attractive displays that reflect pupils' learning and achievements. Parts of the building are in urgent need of decoration, although staff do their best to cover flaking paintwork with wall-hangings and displays. The building is not suitable for people who have difficulties climbing stairs. The library has been set up at the end of the top floor hall. The books are organised alphabetically and some are out of date. The accessibility of the library for younger classes downstairs is almost impossible without supervision. Pupils and staff respect the premises, and there is no sign of litter or deliberate damage. The staff use space well to provide good teaching, learning and recreation opportunities although this space is limited.

51. The school's efficiency is good. The last inspection report said that the school gave good value for money. Since 1997, the school has improved on this. The school's administration is excellent and the headteacher's personal secretary always ensures visitors are very warmly welcomed. The quality of financial planning is good. The chairman of the finance committee has accountancy expertise. The school was allocated a transitional grant to assist in the change from Grant Maintained status to a Foundation School. The grant helped the school plan for the transitional phase but recent delegation of services from the local education authority has led to some unexpected demands for payment of services. Consequently, governors have exercised caution in allocating the budget and retained a substantial contingency. Specific grants and funds to raise standards are efficiently used and the funding for pupils with special educational needs is used appropriately.

52. The school carefully analyses the results of National Curriculum tests to make sure it is giving good value for money. It provides a very good education for all its pupils because of the commitment and hard work of the staff. Pupil expenditure is successfully used to benefit all pupils and provide them with a wide range of opportunities to enable them to learn well and make good progress in the standards achieved. The school is doing all it can to improve its attendance figures but some parents will not fully co-operate which is why it has been unsuccessful in reversing a downward trend in attendance rates. Taking all these things into account, the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise the school's standards further, and to sustain the very good provision for pupils who are learning English as an additional language, the governors, headteacher and staff should:

- Eliminate the unsatisfactory teaching, and improve the quality of satisfactory lessons by:
 - developing greater consistency in the way teachers praise pupils;
 - establishing appropriate strategies for good class management.(paragraphs 12 - 20)

- ensure pupils have regular access to the library by:
 - reviewing the school's book resources;
 - considering alternative ways to organise the school's library;
 - developing opportunities for pupils to learn library skills.(paragraphs 22, 29, 50, 57, 70, 78, 83, 98, 104, 108, 125)

- Introduce rigorous procedures for monitoring the efficient use and quality of learning support that is provided in classrooms by:
 - utilising the school's strong management structures;(paragraphs 15, 45, 49)

- improve attendance and punctuality by:
 - working with community leaders and parents.(paragraphs 11, 31, 35, 38, 40 – 43, 52)

ENGLISH AS AN ADDITIONAL LANGUAGE.

54. The school is proud of its multi-cultural community. A high percentage of pupils come from family backgrounds where there is very little understanding of English. Over 40 different languages are spoken and some families are refugees or asylum seekers who have only recently arrived in England. Quite often these pupils have had disrupted schooling with long gaps in their education, and this provides an additional challenge for the school. Despite this, the school makes very good provision for its pupils. There are two very good specialist teachers, and the special educational needs co-ordinator successfully oversees the school's provision. In addition, class teachers do their best to give additional support in class and they often deploy their learning support assistants to work with pupils in small groups. Staff are totally committed to giving pupils as much help as possible, and they try to ensure that no-one is disadvantaged and that all pupils benefit from the same learning experiences as they advance their understanding of the English language.

55. In the nursery and Reception classes, the rich learning environment helps pupils to make good progress in developing appropriate communication skills and in listening to spoken English when they are in a group activity. The school has some bilingual staff and parents and older pupils are often asked to translate when it is necessary. Teachers set up highly visual and practical activities, for example construction tasks, mixing dough to make cut out shapes and a wide range of imaginative play using dressing-up clothes. This allows children to experiment with language and to repeat familiar terms informally. As a result, they make good progress in speaking and listening so that, by the time they move to Year 1, most understand clear speech and gesture. The daily 'reading recovery' groups for a small number of Year 1 and 2 pupils also successfully focus on developing pupils' language. Activities range from sequencing a number of pictures in order to build up a simple story, to talking about the characters in a picture.

56. There is very good liaison between the specialist teachers and the class teachers. Regular observations are made of pupils' performance, and work is jointly planned to build on the information teachers have gained. Partnership teaching in classrooms is very effective, with the support teacher working closely with individual pupils within a normal lesson. Teachers explain tasks well, check pupils' understanding and make careful use of questions and visual clues to promote pupils' understanding. Targeted pupils who are at risk of falling behind their peers are quickly identified, and objectives are agreed to help them progress particularly in literacy. Assessments of pupils' progress are kept and regularly monitored, and staff sensitively observe target pupils to check they have made progress. The overall attainment of different ethnic groups is very carefully monitored to note trends in performance. For instance, the school noted the underachievement of black African, Caribbean and other black nationalities so additional support was given to them in booster groups. Recent analysis of National Curriculum results for 11 year olds in 2001 shows that this is already proving successful, for instance with Black Caribbean pupils where more pupils attained the national expectations for their age group.

57. The school cares about all its pupils and it does all it can to help new pupils settle into school and learn successfully. Staff have produced a 'Welcome pack' for newcomers, and teachers are beginning to compile topic vocabulary lists in other languages than English. The school has introduced a buddy system to give social support to new arrivals. The school does its utmost to give pupils equal access to the curriculum, and it is building up an appropriate range of resources, including dual language books. Pupils have regular opportunities to use computers and to become confident in computer skills. Resources loaned from the local education authority also provide useful aids to learning. Unfortunately, the school's library resources are inadequate and inaccessible to pupils, so they have very little impact on pupils' learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	99
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	20	38	34	4	0	0
Percentage	3	20	38	34	4	0	0

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

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)	33	499
Number of full-time pupils known to be eligible for free school meals		188

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	2	123

English as an additional language	No of pupils
Number of pupils with English as an additional language	184

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	69
Pupils who left the school other than at the usual time of leaving	65

Attendance

Authorised absence	%
School data	6.5
National comparative data	5.2

Unauthorised absence	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	38	77

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	27
	Girls	33	34	31
	Total	57	59	58
Percentage of pupils at NC level 2 or above	School	79 (87)	82 (90)	80 (86)
	National	(83)	(84)	(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	27
	Girls	28	28	34
	Total	53	53	61
Percentage of pupils at NC level 2 or above	School	74 (86)	74 (82)	85 (82)
	National	(84)	(88)	(82)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	38	72

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	25	33
	Girls	33	26	34
	Total	60	51	67
Percentage of pupils at NC level 4 or above	School	83 (71)	71 (70)	93 (77)
	National	(75)	(72)	(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	24
	Girls	28	30	28
	Total	50	55	52
Percentage of pupils at NC level 4 or above	School	67 (63)	74 (63)	70 (63)
	National	(70)	(72)	(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	97
Black – African heritage	49
Black – other	53
Indian	14
Pakistani	2
Bangladeshi	2
Chinese	2
White	140
Any other minority ethnic group	35

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	0	0
Black – other	2	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	4	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)	23
Number of pupils per qualified teacher	22
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	328

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33
Total number of education support staff	3
Total aggregate hours worked per week	93.5
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	1494,950
Total expenditure	1471,490
Expenditure per pupil	2,671
Balance brought forward from previous year	91,040
Balance carried forward to next year	114,500

Recruitment of teachers

Number of teachers who left the school during the last two years	12
Number of teachers appointed to the school during the last two years	13
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	532
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	2	1	2
My child is making good progress in school.	63	34	2	1	0
Behaviour in the school is good.	48	45	5	0	2
My child gets the right amount of work to do at home.	33	45	13	6	3
The teaching is good.	56	37	1	3	2
I am kept well informed about how my child is getting on.	52	34	10	2	2
I would feel comfortable about approaching the school with questions or a problem.	52	34	10	2	2
The school expects my child to work hard and achieve his or her best.	58	31	6	2	1
The school works closely with parents.	64	31	2	1	2
The school is well led and managed.	48	38	10	1	2
The school is helping my child become mature and responsible.	53	36	6	2	2
The school provides an interesting range of activities outside lessons.	52	31	4	2	10

OTHER ISSUES RAISED BY PARENTS

The parents appreciate the hard work of the premises officer and his staff.

Parents value the improvements to the playground environment.

The second hand uniform shop is very useful.

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

58. Many children join the nursery having a limited knowledge of number or literacy. Some cannot speak English because their families speak other languages. Some find it difficult to mix socially and to take turns and share. Despite this, children progress well in the nursery and Reception classes, and they successfully learn a wide range of skills. Very good learning opportunities in the nursery and Reception classes provide a good basis for their future education and by the end of the foundation stage, children reach appropriate standards in personal, social and emotional, creative and physical development and in developing a knowledge and understanding of the world. However, most attain standards that are still below the national expectation for this age group in communication, language and literacy and mathematical development. Good support is given in daily reading sessions for individual children. There is also a very good support teacher who works with very young children who are learning English as an additional language. Both of these initiatives are proving to be successful ways to raise attainment.

59. At the last inspection, the provision was considered a strength of the school. However, the school has continued to improve it further and it is now very good. In 1997, the nursery staff worked in isolation and it was felt that closer links with Reception teachers would be beneficial. This has been successfully achieved and the very good quality teaching is having a positive impact on children's learning. From their first days in the nursery, children are skilfully assessed and targeted for focused teaching if there is any risk of them falling behind their peers. The nursery environment and the three Reception classes are very well organised and children have easy access to a wide range of resources to support their learning. Despite Reception teachers having very small classrooms, staff make good use of the available space to create an attractive learning environment for young children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

60. In the nursery and Reception classes, the good quality teaching successfully promotes children's personal, social and emotional development and is a major strength. Children make good progress towards the early learning goals. Excellent admission procedures ensure that plenty of time is given to parents and their children. For instance, during the inspection, parents brought their children to school for the first time and, as they confirmed personal details and discussed their child's interests with the staff, their child was allowed to join in an activity. One little girl immediately settled down to make a simple model with paper and sticky tape. She was able to show her mother and her new teacher and to enter into discussions with them. When it was time for the mother to leave, the child was absorbed in the class activities and happily said goodbye. Staff are courteous and encouraging and this successfully promotes children's learning. In the nursery and Reception classes, trusting relationships and warm personalities help children to recognise that each of them is valued.

61. By the end of their year in the nursery, children are becoming increasingly independent. They make choices, and even initiate ideas for activities. Staff have high expectations of the children. Throughout the foundation stage, staff take prompt action to address any unacceptable

behaviour. As a result, children's behaviour is very good and even those who were quite anti-social at first have a clear sense of right and wrong. In nursery and Reception classes, children work together well, share resources fairly and take turns appropriately when using the equipment. Children often choose their own activities and they play well together. Most children treat the school's equipment with care, and they willingly tidy up at the end of a session. For instance in a Reception class, children were cutting up paper to make a model and the teacher noticed scraps on the floor. As soon as she mentioned this, the children voluntarily got up from the carpet to help tidy up. Children's awareness of cultural and racial awareness is successfully enhanced through special events such as the celebration of festivals, for example, the Chinese New Year, the Indian festival Holi, and Christmas. In the Reception classes, drawings and paintings were influenced by Malaysian and African patterns. The wide cultural backgrounds of children and staff are an additional advantage to the school's promotion of cultural and racial awareness.

COMMUNICATION, LANGUAGE AND LITERACY

62. A high priority is given to promoting language skills in the nursery, and very good teaching ensures children make good progress. By the time they move to the Reception classes, most communicate well by speaking clearly and listening and responding with enjoyment. They make good progress towards the early learning goals for communication, but few attain as well in language and literacy. Children willingly join in repetitive songs, rhymes and stories. The most confident English speakers express their own ideas and feelings. The children who are learning to speak English also achieve well; they become increasingly confident to communicate with familiar simple words and gestures. The very good language support that is given to children in the nursery and Reception classes is effective in teaching simple familiar English words and clarifying understanding for those who are learning English. For instance, a Black African girl in the Reception class had originally been unable to speak any English when she was admitted to the nursery; very good support has developed her communication skills so that she now willingly discusses the story content of a book and relates it to her own experiences. All children benefit from skilful individual support and lots of encouragement. Activities such as looking at pictures are carefully planned to develop children's language skills. The very good teaching in the nursery ensures all adults ask questions sensitively, and they give thoughtful responses to promote children's confidence. Dressing-up clothes and home corners are used to stimulate communication between children.

63. Children make a start to reading in the nursery. They listen well to stories and understand that print carries meaning. For example 'Everyone hide from Wibberly Pig' was much appreciated by the nursery children who enthusiastically looked under paper flaps in the book. Children recognise their own name and they are encouraged to read it at every opportunity. In the Reception classes, good teaching helps to promote early literacy skills, and most children recognise frequent words in their reading books. They talk about their favourite parts of the story in books they know. In the three Reception classes, children have many opportunities to express themselves by mark-making. They write under the teacher's script, and the most confident form letters appropriately and spell simple words. They write for a variety of purposes, for example, postcards to family members and simple shopping lists.

MATHEMATICAL DEVELOPMENT

64. The very good teaching and provision in the nursery and Reception classes successfully promote children's mathematical development, although few attain the early learning goals for mathematical development. When they first start school, some children have very little idea of number. Regular sorting activities, number games and counting using a number line are

successful strategies for promoting children's learning. The teachers have other imaginative ideas to enhance mathematical development. For instance in the nursery, successfully using a puppet to sing 'Five little monkeys'. Most children recognise and count numbers to five and, in the Reception classes, most count to 10. They paint pictures of an octopus and count its legs. They are learning appropriate mathematical language as they sort groups of shapes into colours. For example, during the inspection, Reception children were mixing dough and using pastry cutters to cut out shapes. The teacher reinforced their learning by asking, 'What do we call that shape? Is it bigger than that one?'. Teachers encourage children to make comparisons, for instance, observing tall hollyhock flowers and comparing them with the height of a teacher. Teachers pose problems as they read number stories or rhymes. For example, 'How many monkeys will be left when another one jumps off the bed?'. They encourage children to count out loud and to recite numbers to 10. Children are familiar with some two-dimensional shapes and they recognise and name, for example, pyramid, sphere and cube. They talk about and recognise simple patterns. In the Reception classes, children recognise numbers to 10 and they organise numbers by size. They relate their knowledge of numbers to the days in the week. However, very few are confident to calculate or use language to compare numbers. They add several small numbers together, but generally their understanding of addition and subtraction is at an early stage and they still need a lot of support.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

65. In the nursery and Reception classes, the good quality teaching successfully promotes children's knowledge and understanding of the world. By the end of the foundation year, most will attain appropriately in relation to the early learning goals. In all the foundation stage classes, the good quality teaching successfully promotes children's learning. When children first start in the nursery, many have a very limited general knowledge. The nursery provides a very stimulating environment, and staff ensure that children's natural curiosity and enthusiasm is enhanced by questions that promote learning. For instance, a tearful little boy on his first morning in the nursery found a spider in the yard. The nursery nurse successfully used this to promote learning, by questioning a small group of curious children. With help, the children counted the spider's legs and they watched the spider as it started to spin a web. Fascinated, these three year olds concentrated on the spider for quite a long time until it was decided it should be set free, and the boy had long forgotten his tears. Later, one of the older children followed up this incident by searching for a book with pictures of other types of spiders. The very good teaching in the nursery, and good teaching in the Reception classes, is effectively promoting children's knowledge of the world. Children are developing a wider understanding of their local community. Nursery children make model houses. In the Reception class, they made a map of a farm and a model of Eardley. All children have the opportunity to observe real life: for instance, they all observed tadpoles turning into frogs, and this was followed by a visit to a pond to set them free. They plant seeds and watch them grow. All children begin to gain an understanding of the past as they celebrate birthdays and special events. They have an increasing understanding of modern technology as they regularly use computers. In all the foundation stage classes, children are becoming increasingly confident in using a computer.

CREATIVE DEVELOPMENT

66. The nursery and Reception classes very successfully promote children's creative development through very good teaching. By the end of the foundation stage, children attain appropriate standards in relation to the early learning goals. Children have many opportunities to experiment with texture and colour. For instance in the nursery, they make their own musical instruments and decorate them with painted patterns. They regularly paint and, from a very early

age, create quite delicate patterns. In the Reception classes, they observe natural living things and make detailed drawings and paintings of flowers and tadpoles. In the Reception class, children have homework to extend their work in class. An example is to find a flower at home or in the park, and draw and name it. They enjoy dancing and expressing their feelings to music through dance. Staff support these activities effectively and they use every opportunity to extend children's language by talking about the materials and techniques used. All the children learn a range of songs by heart, including many with actions. They have a good sense of rhythm.

PHYSICAL DEVELOPMENT

67. The nursery and Reception classes very successfully promote children's physical development through good teaching. By the end of the foundation stage, children attain appropriate standards in relation to the early learning goals. The nursery appropriately uses the outdoor play area to practise physical skills such as cycling, running, pushing a truck and sliding down the slide. Staff try to make the most of the area, and they provide dressing-up clothes and drawing materials. Children have a free choice to join activities outside or in the class. Reception class teachers do not have easy access to an outside area, but physical development is successfully promoted in hall lessons using simple apparatus. In the school hall, they use a variety of equipment and learn very simple gymnastics. Reception class children also make good use of the outside area when the weather is good, but equipment has to be set out each day. Staff successfully develop children's confidence and teach them to be independent when they change their clothes for a lesson. In the classroom, they have increasing confidence to use tools such as scissors and paintbrushes and glue spatulas. With supervision, they use a woodwork bench. Reception class children show increasing dexterity and control in drawing and writing.

ENGLISH

68. The provisional results of National Curriculum tests in 2001 in English indicate that a below average number of seven year old pupils attained the expected standards when compared with schools nationally. The National Curriculum test results for 11 year olds in 2000 show an above average number of pupils attaining the expected standards and above when compared with other schools nationally. Inspection evidence indicates that standards are currently at the expected level for 11 year olds, but are slightly lower than those in other schools for seven-year-old pupils. However, this represents good progress at Key Stage 1 and very good progress at Key Stage 2, as a relatively large number of pupils come to school knowing little English and there are significantly more pupils with special educational needs in the current Year 2 than in previous years. When the end of Key Stage 2 test results for 1998 are compared with the provisional results in 2001, they show a significant rise in standards in English. This improvement reflects the close analysis of appropriate data, the emphasis placed by the school on raising standards of all pupils and the priority given to developing pupils' writing. No significant differences were observed between the attainment of boys and girls. In the last inspection in 1997, the standards were judged to be in line with national standards but pupils were not making as much progress. Pupils achieve well in English considering the low baseline and the fact that many have English as an additional language. Teachers are committed to developing fully the language skills of pupils whose first language is not English. These pupils are well integrated in mainstream classes where they generally receive good support from specialist teachers. Pupils with special educational needs achieve good standards compared with their previous attainment, because they receive well planned support. The Additional Literacy programme and Reading Recovery scheme support pupils' development well.

69. By the age of seven, standards in speaking and listening are generally below average.

Many pupils enter the school with low levels of confidence and spoken language. Though pupils who are learning English as an additional language do not communicate their ideas well, most listen carefully to their teacher and make simple and appropriate responses in class. Pupils enjoy listening to stories and most are aware of the importance of taking turns and valuing the contributions of others. However, there are times when a minority of pupils finds listening attentively for prolonged periods of time more difficult. Teachers take every opportunity to reinforce and extend pupils' speaking skills. However, pupils who find learning more difficult, and those with English as an additional language, often remain passive and cannot develop their replies without constant prompting and support from teachers. More able pupils speak confidently and use a growing vocabulary to express their thoughts. This was evident in Year 2, when with the teachers' encouragement, pupils talked about features of the story 'A Quiet Night In'. By the time pupils are 11, most are active and responsive listeners. Many readily engage in discussions, talk confidently and offer ideas and relevant information. For example, in a Year 6 literacy lesson, pupils contributed well to a discussion when analysing the poem, 'The Forest'. All pupils listened well, both to each other and to their teacher. Some pupils were able to make thoughtful comments about how the words were used to create a vivid image, but most pupils were dependent on the teachers' carefully thought out questions and enthusiastic approach to help them develop their response. When responding to questions, few pupils use more complex structure and less able pupils often find it difficult to find precise words when, for instance, analysing their work. Although there are appropriate opportunities for pupils to speak in more formal contexts, it is an aspect of literacy in the school that is insufficiently planned for and developed.

70. Standards in reading are average at both key stages. Pupils' obvious enjoyment of books is a strength of their learning. At all ages, they like reading the shared text in the literacy hour and many do so with expressive voices. In Key Stage 1, pupils generally read simple texts with accuracy and understanding. Through their work in the literacy hour, they have a good understanding of how books are organised. More able pupils read confidently, some with good expression, and are able to talk about the books they like. Average pupils read simple texts with increasing accuracy and understanding. Most pupils use a number of appropriate strategies to read familiar words, but some less able pupils do not always do this automatically and often need support. Pupils' enjoyment of, and interest in, books develop well through Key Stage 2. By the age of 11, many pupils accurately read an appropriate range of texts, have a broad understanding of the main points, and can discuss aspects of characters and plot. The more able pupils read with fluency and accuracy, and evaluate the texts they read with growing competence. They begin to hold strong views about what they like and do not like to read, and more able pupils read from a wide selection of books, some with quite challenging texts that range from J.K. Rowling's Harry Potter books to Dicken's 'Christmas Carol'. Less able pupils read appropriate books fluently, but sometimes have difficulties comprehending the meaning of the text. It is this difficulty that highlights the challenge for pupils learning to read in a language other than their home language. The school provides additional time for focused guided reading sessions that are very effective. These provide pupils with regular opportunities to practise their reading, and enable teachers to target groups and develop individual pupils' skills. Although pupils' research skills are satisfactory, the lack of a suitably designed library is adversely affecting the development of pupils' library skills. Only those who belong to a library outside school are familiar with the classification systems.

71. Standards in writing are generally below average by the time pupils are seven. This is partly due to the high percentage of pupils who are at an early stage of learning English and the number of pupils with special educational needs. However, the analysis of pupils' work from the previous year shows evidence of higher attainers realising their potential. These pupils have a lively sense of language and their longer pieces show a sound awareness of the structure of a story. When writing poetry they are beginning to use words to create interesting effects. This was demonstrated when a pupil wrote:

Blue is a bluebell growing underground

Blue is an ocean making funny sounds
Blue is a whale swimming around
Blue is a fountain blowing water around...

72. Pupils use writing for a range of purposes, for example, letters to friends, recipes, personal experiences and story writing. The writing of most pupils shows an appropriate knowledge of sentence structure, but spelling and punctuation are variable. The less able pupils use a narrow range of words to convey meaning, and require the support of an adult to develop their ideas coherently. Handwriting is usually carried out carefully, and many pupils use a joined style.

73. By the time pupils are 11, many reach satisfactory standards in writing. They write in an appropriate range of forms, including reports, poems, play scripts, instructions, character studies and stories. The best writing shows a good command of style and expression. Most pupils write in an organised way, sequence ideas and choose appropriate vocabulary. Their writing is often thoughtful and imaginative and, as a result of the extended writing lessons, many pupils are developing the confidence to tackle extended pieces of writing. The work of higher attaining pupils shows a lively sense of style and an increasingly adventurous choice of words. Average and lower attaining pupils use mainly familiar vocabulary, and do not always draw upon the wider vocabulary they encounter in their reading. Most pupils make satisfactory progress in spelling, punctuation and grammar, and more able pupils pay attention to the sequence of paragraphs and use appropriate connectives to link one paragraph to the next. However, an analysis of pupils' writing indicates variable levels of accuracy, particularly in the consistent use of basic punctuation. Strengths of older pupils' learning in English are the imaginative descriptions in their poetry writing and the adventurous choice of words used for effect. For example, when writing a poem on the theme of a thunderstorm, one Year 6 pupil wrote:

The painted black sky
The darkness descending
Thunder like chariots whizzing through the sky.
The hush of the trees
Thunder like echoing drums
The wind whistling
The sound of the heavy rain.

74. Although there is evidence of some systematic planning, drafting and refining of their writing to present a clear final copy, in general this is limited. Pupils of all ages use key vocabulary lists, where they are available, to improve the quality of their writing, and older pupils confidently use dictionaries to help them with their spellings. Handwriting is generally well formed, joined and legible.

75. Throughout the school, the development of literacy skills across the curriculum is good. Opportunities are taken to broaden the range of writing experiences through subjects such as history, science and religious education, and through information and communication technology.

76. The quality of teaching and learning in English is good overall. This is an improvement on the findings of the previous inspection when teaching was judged to be sound overall. Teachers have good relationships with their pupils that create a positive climate for learning and enable pupils to enjoy their work within clear guidelines. The real strength of the teaching in English in the school is the staff's awareness of their shared responsibility to create an environment that is rich in language for pupils who have such a wide range of competence in oral and written English. Language development has a high profile in the school, and teachers reinforce this well in class by emphasising precise terms so that pupils become familiar with, and understand, words such as 'phoneme', 'alliteration' and 'connective' from an early age. Good subject knowledge is evident in teachers' confident management of the literacy hour, and in their

clear presentations that effectively involve most pupils. Strengths in the teaching of English and its impact on learning were well illustrated in an excellent literacy lesson in Year 6, in which the teacher analysed a challenging poem, 'The Forest', with his class. Pupils were enthralled by the poem and, by perceptive questioning, the teacher enabled them to explore word patterns and to understand the link between lines such as 'suddenly, there comes a rumble, as if history were being uprooted' to, as he put it, 'something 'mega' happening'. The pace accelerated as his questioning increased the demands of the lesson and engaged the pupils' interest and attention. The warm supportive atmosphere enabled pupils to feel confident to explore their ideas, while the teacher's infectious enthusiasm and lively pace inspired and motivated the pupils to learn. The effective partnership teaching in this lesson, between the support teacher and the class teacher during the well-planned group activities, increased the demands of the lesson. By the end of the lesson, pupils had made very good gains in their understanding of how poets can select words to create atmosphere and of how they could use personification to enliven their own writing. This was the result of well-structured, dynamic teaching in which pupils rose to the high level of challenge set by the teacher.

77. In Years 1 and 2, there is a good focus on oral and listening skills, and teachers use well-pitched questions to draw out pupils' responses. Teachers know the importance of linking reading to the writing process in literacy lessons to improve pupils' skills, and in many lessons observed, good use was made of the whiteboards to allow pupils to develop their thoughts. This was very well demonstrated in a Year 2 lesson where the teacher constantly reminded the pupils to read back what they had written as they added more. Most teachers engage the pupils' interest and sustain motivation throughout the session by effective management skills. A particularly effective strategy for ensuring all pupils are engaged and involved in the whole class work was seen when a Year 2 teacher challenged the pupils by saying, 'Bet you can't do this...', to which they replied as one, 'Bet we can!'. Occasional weaknesses in the quality of teaching are mainly insufficient control of the pupils, which slows down the pace of the lesson and the progress made by the pupils. Overall however, teachers' expectations are sufficiently high to promote good progress for pupils of all abilities. There is good on-going assessment in most classes, and teachers keep a good range of recorded evidence of pupils' achievements. Good use is made of this evidence in teachers' lesson evaluations and their planning of the next stages in pupils' learning. Overall, the quality of marking is satisfactory. In the best lessons, pupils are given good recognition of their achievements combined with constructive and clear indications of how to improve their work. However, this good practice is not consistently used in all classes. Throughout the school the partnership between class teachers, support teachers and support assistants is generally good. Though the learning support assistants give good support to pupils in group work, they are not always productively involved during the whole-class work at the beginning of the literacy hour.

78. The curriculum in English is very broad and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented effectively and is having a good impact on pupils' learning. The school has also developed an extended writing scheme for pupils in Key Stage 2 that ensures coverage of the range of writing. Assessment procedures are good, and pupils have focused targets in literacy to motivate them and give them responsibility for their own learning. The two co-ordinators are very experienced and committed and have a realistic view of the issues facing the subject. Their monitoring role in classroom observation, planning and sampling pupils' work is sufficiently well developed to enable them to have a good overview of the subject and to give guidance to other teachers, particularly those new to the school. Resources in English are generally adequate, although classrooms are insufficiently equipped with a suitable range of books. The school library does not have a dedicated space, is inadequately stocked and does not allow for pupils to develop independent study skills. This unsatisfactory provision does not provide teachers with the opportunity to teach specific library skills. Computers in classrooms are used appropriately during English lessons to complement the group work. The subject is enhanced by visits from theatre groups, authors and illustrators. The school's own productions provide memorable experiences for all pupils, either as participants or

as part of the audience. Book Weeks are held annually, and the focus of the most recent one was multicultural books. The school has also organised a Black History Week. The school is very aware of the need to raise pupils' standards in writing, and has put many effective strategies in place that are already impacting well on the pupils' standards of achievement.

MATHEMATICS

79. Attainment in mathematics is below average for pupils of seven years old, and broadly in line for 11 year olds. According to the 2000 National Curriculum tests, seven year olds pupils' standards were well below average and the results of 11 year olds were broadly in line with the average. This must be put in context: the attainment of some children when they first enter the school is low and many have very little understanding of number. The proportion of pupils with statements of special needs is above average and a large proportion are learning English as an additional language. In the National Curriculum tests in 2000, boys achieved slightly better than girls, particularly at Key Stage 2. This was not evident during the inspection and there was no evidence of teachers giving preferential treatment to either boys or girls. Information from the school demonstrates a continually rising trend in attainment in mathematics over the past four years. In the last inspection, attainment in mathematics was found to be in line with national averages.

80. By the age of seven, pupils are able to undertake simple sums. They can work with numbers up to 100 and have a knowledge of time. They have good mental addition facilities. In one class, pupils of average attainment could add $36+12$ and explain the strategies they were using. They were able to undertake simple subtraction sums such as $22-15$. The higher attaining pupils could work with numbers up to 1000. By the age of 11, pupils are confident with number. They have good mental recall of number facts. The majority can undertake multiplication. They can calculate percentages and can draw and measure angles accurately. The school has had a deliberate policy of improving standards of numeracy. However, there are relatively few opportunities for pupils to undertake investigations or to structure their own work. Likewise, although all years do some data handling, this is not always at a sufficiently advanced level. Pupils with special needs and with English as an additional language make similar progress to the rest of the pupils. Support from classroom assistants is not always available to those children who most need it.

81. Pupils come into the school with skills well below average. In one class of six-year-old children, some could not yet confidently write or order numbers up to 10. Despite their low attainment at the start in the school, they achieve well and make good progress. At the time of the inspection, the children had only been in school for a week, so levels of attainment were low because of this. Appropriate levels of progress were noted across years and between year groups. For children up to seven years old, learning was satisfactory or better in all lessons seen, with the majority being good.

82. Throughout the school, pupils are making good or very good progress in the majority of lessons seen. In Year 1, pupils learn numbers to 20, and terms such as 'bigger' and 'smaller'. In Year 2, a game based on darts was played to get pupils to work out sums up to 20. Learning in all lessons was satisfactory, the majority of lessons being good or very good. In Year 3, they were learning the properties of three-dimensional shapes. In Year 5, they were learning to approximate numbers, and to use these approximations to help with multiplication. Pupils of average attainment or above could manage this with little difficulty, and the lower attaining pupils were able to undertake the work successfully with support. Most pupils were able to calculate using three digits and to explain the strategies they were using. In Year 6, pupils were undertaking similar work but at a higher level, including decimal points. They found this an enjoyable, challenging activity.

83. The teaching was satisfactory in all lessons seen, with the majority of lessons being good or very good. Teachers have good subject knowledge and have integrated the National Numeracy Strategy well into their teaching. They have a good knowledge of their pupils' abilities and plan work suited to them. Work is set to cover all attainment levels. Teachers have good relationships with their pupils, and use appropriate teaching strategies. The quality of planning is very good; teachers assess pupils' work well and use their assessments to inform future planning. Pupils are assessed every year from the age of seven, by the use of optional National Curriculum tests, as well as by informal teacher assessment. Where classroom assistants or other helpers are used, they are usually well briefed to support the groups they are working with. In some cases, classroom support was not available but was needed to help the teacher cope with a few children who had very challenging behavioural difficulties. Information and Communications Technology is used effectively in some classes to support the teaching of mathematics. There was no evidence of the library or library skills being used in mathematics. There were some opportunities for pupils to undertake investigations, but work in this area was limited, with pupils being offered few opportunities to structure their own investigations. The provision in the school also includes booster classes, which were offered to Year 4 classes at the time of the inspection, and extension classes to help pupils achieve better in the national curriculum tests. When teaching was very good, the pace of the lesson was exciting, it was not over-long, and pupils were challenged mentally, including the lower attaining pupils. Pupils were used to good effect to explain and demonstrate their mathematical strategies to the rest of the class. However, some lessons were observed when time was used poorly, and pupils lost interest.

84. Pupils' attitudes to mathematics are satisfactory or better across the school, and are good or very good in the majority of lessons. Pupils enjoy lessons and sustain concentration well. Good behaviour is usually maintained, even when pupils have lost interest because the lesson has gone on for too long. Most pupils take pride in the quality of their work, and the standard of presentation is generally good. Where the behaviour was only satisfactory, this was usually related to teaching being insufficiently interesting to engage the pupils' attention. There was a general absence of bad behaviour in mathematics lessons; however, some teachers had to deal with children with behavioural problems who disrupted the concentration of the rest of the class.

SCIENCE

85. In the National Curriculum test results at Key Stage 2, a below average number of pupils attained the expected standards for their age group. However the provisional results for 2001 suggest that results have been improved with more pupils attaining the national expectation or above. This is a significant improvement since the last inspection. In the last few years, standards have risen considerably. This is clearly illustrated by looking at the results of the national tests for 11-year-olds. In 1998, only just over half the pupils reached Level 4, the expected level for this age. By 2000, more than three-quarters reached this standard, and in 2001 more than nine out of ten. The proportion reaching Level 5, which represents the standard of an average 13 year-old, has also risen dramatically. In 2001, nearly four out of ten pupils reached this level.

86. To reach this standard represents a high level of achievement. Pupils enter the school with below average attainment. A lack of general knowledge and experience affects standards. Many pupils are further hampered by their limited command of English. This was illustrated in a Year 1 lesson, when many pupils lacked the vocabulary necessary to be able to identify the parts of the human body. Although they knew words such as 'arm' and 'leg', they were unfamiliar with terms such as 'ankle' and 'elbow'. In another lesson, some pupils thought a motorcycle was alive because it could move. Teachers work hard to develop pupils' knowledge. They explain unfamiliar vocabulary, and are patient when pupils struggle to express their ideas. The development of vocabulary, both general and scientific, is particularly good. As pupils gain confidence, they are able to explain what they are doing using appropriate scientific terminology.

87. Although pupils progress well throughout the school, as a result of their low attainment on entry they reach only broadly average standards by the age of seven. Nonetheless, standards are rising here too. There is no national tests in science for seven year olds, but teachers assess pupils' performance. An analysis of these results confirms the improvement. The 2001 results show a marked improvement from the previous year, particularly in the numbers of pupils attaining above the level expected for their age.

88. From an early age, pupils are encouraged to observe carefully. Throughout the school, work on experimental and investigative science is good. Pupils understand the principle of a 'fair test', and they talk about the precautions that are necessary to ensure that their experiment remains valid. Teachers place an appropriate emphasis on careful observation and recording, and on pupils using their existing knowledge to predict what might happen. They encourage pupils to think scientifically, but pupils would benefit from more freedom to devise and conduct their own experiments to solve problems. By the time they leave the school, pupils have a thorough grounding in scientific knowledge and a firm platform of knowledge on which to build. They attain satisfactory standards in all the areas of science that they study. They have a good scientific vocabulary, which they use to clearly describe what they know. For example, when describing light they use specific vocabulary, such as 'opaque' and 'translucent'. They understand the workings of the human body, and the importance of exercise and diet to maintain health. They understand that materials can be changed, and that some changes are irreversible. They can make and control electrical circuits, and understand the principle of forces. They know that objects may be subject to more than one force at a time, and are able to make generalisations and predictions based on their scientific knowledge and understanding. Pupils make good use of their literacy skills to describe and explain what they are doing. In describing work on materials, pupils were able to draw on appropriate vocabulary, such as 'evaporation' and 'filtration'. Similarly, they both develop and utilise their mathematical skills in their science work. They learn the importance of accurate measurement using a range of equipment. They present their findings clearly, often in the form of charts and graphs. Pupils are making increasingly effective use of information communication technology as a tool for learning. Year 5 pupils, for example, make good use of a CD-ROM to further their knowledge and understanding of the human body.

89. Pupils enjoy science, and this is a further factor in their good progress. They work particularly well together in small groups during investigations, readily listening to each other's views and discussing sensibly. They handle equipment with care and show good levels of concentration and perseverance. Some pupils make very good use of their drawing skills to illustrate their work. The quality of written work is good, and pupils take pride in the work they produce. A minority of pupils displays occasional unsatisfactory attitudes. This impedes their progress.

90. The quality of teaching is satisfactory. In approximately a quarter of lessons observed it was good. No unsatisfactory teaching was seen. It must be remembered that the inspection took place very early in the school year. Consequently, teachers were still getting to know their pupils and establishing class routines. Furthermore, five teachers were new to the school. Judging by the quality of past work and the progress that pupils make over time, indications are that teaching is good. Lessons are well planned and teachers are clear about what they want pupils to learn from each activity. Teachers use questioning skilfully to probe and deepen understanding. This occurred in a Year 3/4 lesson on materials, which focused on rocks. Here the teacher used pupils' answers to her probing questions particularly well to move their learning forward.

91. Whilst the overall time allocated to science is adequate, the current timetabling arrangements are unsatisfactory. Some sessions are too long for some pupils to sustain interest and concentration, whilst others are too short. In a Year 4 lesson on electricity for example, the teacher worked hard to enthuse her pupils. Before they could begin their practical work the

lesson ended, to be resumed later. Thus, their enthusiasm and motivation was lost. It is not unusual that schools experience difficulties with timetabling early in the school year. Nevertheless, a more flexible approach would allow time to be used more profitably.

92. Pupils are assessed well. The results of tests and assessments are analysed to identify gaps in knowledge and any groups of pupils achieving less well than others. Good use is made of this information to adapt the curriculum and plan further lessons. The subject co-ordinator is forward thinking and efficient. She has produced a well thought-out plan for action, designed to raise standards further. The commitment to further improvement, coupled with a concrete plan for positive action, indicates the school is well placed to continue its improvement.

ART AND DESIGN

93. By the age of seven, pupils attain appropriate standards, which are in line with national expectations, and by the age of 11 they attain above expectations. The attractively displayed work around the school is of a good quality, and work in pupils' sketchbooks is often of a similar standard. The school has raised its standards since the last inspection when pupils' attainment was judged to be sound throughout the school.

94. Seven year olds use a wide variety of media and different techniques in their work. From an early age in Year 1, they are successfully introduced to colour matching and mixing, and they produce attractive artwork using charcoal, pastels, crayons, pencils, and paint. They often choose their own media and consider different effects and patterns. Pupils paint delicate pictures of flowers and other aspects of the environment, which they reproduce with a good degree of accuracy. They use watercolour paints, and their brush strokes are careful, and colours are used to denote tone. They make textured patterns by weaving with grasses and twigs. Younger pupils are learning appropriately and they make sound, and often good, progress. This is developed further in older classes where pupils cover a variety of skills. This means they learn and achieve well and make good progress.

95. Good links have been established with other subjects, and older pupils carry out detailed illustrative work in their books. For instance, they looked at 'The Country Diary of an Edwardian Lady' and confidently designed a similar book cover recognising the importance of using delicate colouring. They appreciate the importance of eye-catching colours in their poster designs based on the Roman Empire. Pupils paint good quality portraits of the Tudor Royal family as part of a history project and they try hard to accurately represent the fur-trimmed garments the Tudors wore. Eleven-year-olds have good painting skills, which they use to advantage in making a geographical three-dimensional model of a mountain landscape. Throughout the school, pupils are encouraged to look at the styles of famous artists such as Kandinsky. They analyse the artist's use of pattern and colour, and they paint similar paintings influenced by their observations. One important aspect of their work in art is the cultural links. For instance, pupils looked at African sculptures, and designed and produced African masks and created similar patterns.

96. Most pupils enjoy their art lessons and they are enthusiastic. The youngest pupils show an interest in design, and they enjoy painting freely. Throughout the school, most have good attitudes to learning, although in just one unsatisfactory lesson, a few boys had poor attitudes and they called out rudely and were generally disruptive. In general, there is no evidence of differences in standards between boys and girls, different ethnic groups or pupils with special educational needs.

97. It was impossible to judge the quality of teaching throughout the school from lesson observation as only one good lesson was observed at Key Stage 1 and one unsatisfactory lesson was observed at Key Stage 2. However, judging by the examples of pupils' work, it is clear that

the teaching must usually be of a good standard throughout the school. Teachers plan their lessons carefully, and they provide appropriate resources for pupils to use. In the good lesson, the teacher made a particular effort to focus on developing pupils' drawing skills. In this lesson, the pupils were being introduced to self-portrait work. The teacher gave the class individual mirrors so that they could observe their own features. Pupils noticed that they had to draw their eyelids and they amended their drawings accordingly. The lesson ended with a critical evaluation that was tactfully led by the teacher. The unsatisfactory lesson was very carefully planned to be part of a sequence of three lessons to promote an understanding of abstract art. In the first session, the teacher asked pupils to look at a map of London and recognise different environmental features. Questions about motorways and the position of railway stations made the topic more appropriate for a geography lesson. Compliant pupils tried hard to answer the teacher's questions, particularly when the teacher read Robert Lang's poem describing a walk across England. The topic was generally too advanced for the immaturity of a small group of pupils who found it difficult to concentrate. The teacher's plans did not include an opportunity for them to be creative and, as a result, pupils lost interest.

DESIGN AND TECHNOLOGY

98. By the time pupils are seven years old, their standards of work in design and technology across the school are broadly in line with national expectations. However, the range of attainment was very wide and some pupils found simple tasks difficult, such as cutting up food to make a fruit salad. They had made finger and glove puppets, and at the time of the inspection, were investigating foods. Some work of a good standard was seen where pupils designed model playgrounds, including labelled diagrams and lists of materials. By the time they are 11 years old, standards of work are in line with national expectations. Pupils make models such as contour maps and models of mountains; they were planning to construct simple moving toys. However, there was little evidence of work to challenge higher attaining pupils, with few opportunities to construct models using mechanisms or motors. There is no evidence of the use of simple electrical circuits in the models or any form of computer control. Much of the work seen was undertaken in conjunction with other subjects; for example, one class had been making hats in a Tudor style, as part of a history project. Another class had made moving paper toys with simple sliding mechanisms, and they had also investigated the construction of everyday objects such as a cardboard box. There was some evidence of them using computers to design work in design and technology, but there is no evidence that the library is used to develop the pupils' knowledge further. Standards are broadly in line with those found at the last inspection. As it was only possible to see lessons in two year-groups during the inspection, judgements were also made on the basis of work scrutiny, displays and interviewing staff.

99. On the whole, pupils enjoy the subject and they work hard at it across the school. Concentration is well sustained and they apply themselves eagerly to the work set. Pupils have good relationships but in one class, a group of pupils with behavioural difficulties disrupted the class on a number of occasions, and made concentration difficult for the rest of the pupils.

100. The quality of teaching ranged from satisfactory to very good in the youngest classes. Where the teaching was only satisfactory this was due to the teacher having inadequate strategies to deal with the challenging behaviour of some pupils. Where the teaching was very good, work was well planned, pupils were highly motivated and other adults provided good support in the class. In the oldest classes, the teaching was good or very good, although only two lessons were observed. The teachers had planned pupils' work well; they had good control of their class and were able to maintain pupils' interest. Where teaching was good or very good, pupils learned the subject well and were developing skills effectively. Where the teaching was only satisfactory, pupils learned from the subject, but they were not given opportunities to develop their skills so well. From the scrutiny of work, it was possible to see that, across the school,

teachers ask pupils to plan activities, design and make models, and then expect them to evaluate them. However, there appears to be limited extension of the work to challenge higher attaining pupils in the oldest classes.

GEOGRAPHY

101. In the last inspection, the standards were not judged at Key Stage 1 and at Key Stage 2, the standards were in line with expectations for the age group. Evidence from teachers' plans, scrutiny of pupils' work and discussions with them indicate that standards are broadly in line with national expectations. There are no significant variations in attainment or progress between pupils, including those with special educational needs and those who are learning English as an additional language.

102. By the age of seven, pupils name the countries of the British Isles and locate them on a map. They have an appropriate understanding of the purpose of maps, understand two figure grid references and know the main compass points. Higher attaining pupils are able to describe main features on a map such as rivers, mountains, seas and countries well. Pupils enjoy studying their local area and are able to offer suggestions to make improvements. They make good use of geographical vocabulary in their books when describing Streatham, its main buildings, school, station, its transport system and different types of houses. When making plans, more able pupils show greater detail and use of direction. Pupils work in last year's Year 2 books shows fairly detailed comparisons between Streatham and a village in Ghana, West Africa.

103. By Year 6, pupils have a suitable level of understanding of the differences in world climates. They contrast life in Streatham with life in the Caribbean and in Chembakolli, an Indian community. They are asking suitable questions, for example: "What kind of community services do they have in Chembakolli and how do they compare with those we have in Streatham?" More able pupils shape their written work to answer enquiry through description, explanation and analysis. Tables are sometimes used to present information so that it can be easily understood. Pupils' work in books shows a good development of technical language, such as, 'tectonic plates', 'movement', 'collision', and different types of volcano.

104. The scheme of work gives a good level of support to teachers. Resources, books, posters, maps and videos, are good in quality. They are sufficient to meet the requirements of the planned curriculum. They are well organised and readily accessible for use. The school library has a range of geography books, but many are out of date. Computers do not yet have any significant impact on the pupils' learning in this subject.

HISTORY

105. The attainment of the substantial majority of the pupils is in line with that expected nationally by the age of seven and above by the age of 11. This is similar to the outcomes of the previous inspection. Only one lesson was observed in the youngest classes during the inspection, but the evidence from teachers' plans, scrutiny of pupils' work and discussions with them indicates that standards are broadly in line with expectations. Pupils, including those with special educational needs and those who are learning English as an additional language, make good progress in their learning.

106. By the age of seven, pupils are developing an understanding of chronology by using time-lines and know that dates represent the passing of time. They recall key events in lives of famous people, such as Florence Nightingale, and facts about the great fire of London. A visit to Chelsea Army Museum supports the topic work covering the life of Florence Nightingale. Most pupils are beginning to use this information to make comparisons between the past and the present. They can also identify things that have changed over time, such as homes, holidays, fashion and holidays. Enquiry skills are not yet well developed; pupils are using information from a variety of sources, but are still unclear how to investigate and how to present their evidence.

107. As pupils progress through the school they increase their understanding of how past events influence the present. They learn about the legacy of Ancient Greece and how this civilisation helped to shape the modern world. Pupils were able to clearly grasp and discuss which aspects of Greek culture are still with us today, for example democracy, the alphabet, the bible and the Olympic games. Their work on the Tudors in Year 6 gives pupils an in-depth knowledge of Henry VIII and his six wives. Their knowledge and understanding is based on a number of sources of evidence: a recent visit to Hampton Court; books, paintings, music and letters from the time. Pupils are able to place marriages chronologically, and explain their fate with reference to issues such as succession. Lots of lively discussion took place about Henry's personality; was he an 'ogre' or a 'magnificent king'? Pupils can clearly explain the reasons behind Henry's break with Rome. Pupils throughout the school make good use of their literacy skills in history. They write accurate factual accounts as well as imaginative narratives. Some pupils are using information technology skills to further research the Tudors at home via the World Wide Web. Current local and worldwide issues in America are used to make pupils aware of how events can instantly change the world and how we live. Work in history makes a very strong positive contribution to the development of pupils' moral and social awareness.

108. The quality of teaching is satisfactory, and at times good. Teachers base their planning firmly on the National Curriculum for history. This ensures that pupils cover a suitable range of work and make good progress in developing skills, knowledge and understanding. In the lessons where teaching is good, the teachers amend the work to meet pupils' needs and to challenge their thinking. The marking of written work is conscientious, supportive and gives clear pointers for improvement. The library includes history books, but many are out of date. Computers do not yet have any significant impact on the pupils' learning in this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Information and communication technology [ICT] is developing into a strength of the school's provision. Progress since the last inspection has been good, with significant improvement in facilities and provision for the subject. There is a re-organised computer suite, ICT timetabling and staff training has successfully taken place. All pupils have regular access to the direct teaching of computer skills. At the time of inspection, the new resources and facilities had only been in place for a few weeks; however, all pupils observed are developing capability

with a wide range of useful software.

110. There was limited opportunity during the inspection to reach secure judgements about standards; however, in the work seen and in discussion with pupils, there is every indication that overall standards are in line with what is expected nationally. This matches the findings of the last inspection. The school is making good use of all available opportunities to involve pupils with the subject, and standards have been maintained since the last inspection. National model schemes of work have been adapted, and the school's curriculum brought in line with current requirements.

111. Pupils in Year 1 learn how to log on, control the mouse and recognise letters on the keyboard. Pupils in Year 2 have well developed basic ICT skills demonstrating the ability to use ICT with confidence and enthusiasm. They are able to access files from the network and work well collaboratively.

112. Pupils in Year 6 have a sound understanding of the use of ICT across a range of subjects; they apply knowledge and skills appropriately, helping and advising each other. They can describe the use of ICT in the world outside school, and many have access to ICT outside school. They persevere in their tasks and help each other overcome problems and share information and expertise. They are beginning to explore features of software and are developing research skills using CD-ROMs to find information on topics they are studying. Many have access to computers at home, and pupils of all ages discuss competently the benefit of the Internet, using it to send and receive e-mails. There are no significant variations in attainment or progress between pupils, including those with special educational needs and those who are learning English as an additional language.

113. The overall quality of teaching is good, even though most staff are at a relatively early stage in their own competence and familiarity with the new resources. They are able to communicate confidence and set high expectations for their pupils. Teachers are well prepared, they give clear introductions to lessons, and pupils understand the programmes they are using. Teachers make good use of the interactive screen to demonstrate and explain what pupils need to do. Teachers are fully involved in the direct teaching of information technology.

114. Pupils are highly motivated; when using the computer they concentrate well, supporting each other and sharing operations fairly. They enjoy working with a partner and show consideration for one another when taking turns to use the equipment. Equipment is treated well, and routines to log on, save and retrieve work are carried out smoothly and efficiently. During lessons, pupils with special educational needs and those who are learning English as an additional language get all the help they need either from the teachers, classroom assistants or the ICT technician.

MUSIC

115. Pupils of all abilities make good progress in music at age seven and eleven. By the time they reach Year 2 and Year 6, the quality of their work is at nationally expected levels, and standards have been maintained since the last inspection. Pupils have positive attitudes to music, and approach tasks with interest and enthusiasm. They are able to perform rounds in which they sustain the tune well and keep the pulse in both rhythmic patterns and action songs.

116. Pupils enjoy the subject, particularly when taught by the enthusiastic music specialist. They are well behaved and treat each other and the instruments with respect. The lessons are well planned to suit the different ability groups within the class and to enable all pupils to take part successfully. Seven year olds sing with enthusiasm, exploring different rhythmic patterns as

accompaniments. They work well in groups performing with confidence and enthusiasm. Year 6 pupils contributed ideas and controlled sounds as part of a class composition. They were given the opportunity to perform from their written scores and gave creditable performances.

117. The school benefits from the work of a qualified musician who teaches the majority of lessons; this ensures continuity, and maintains a satisfactory standard of performance. In observed lessons, pupils know exactly what is expected of them as the teacher has clear expectations that pupils will listen carefully. The teacher has an enthusiastic approach and she effectively communicated with the pupils, making music fun and encouraging them to do well. Pupils participate with obvious enjoyment. The school provides appropriate opportunities for pupils to learn to play instruments, and extra-curricular activities are available to enhance pupils' learning.

PHYSICAL EDUCATION

118. Standards in physical education are broadly in line with national expectation by the ages of seven and eleven. The picture is very much the same as in the last inspection, with similar strengths and weaknesses, and improvement is satisfactory. In the areas of dance, swimming and gymnastics, there is no difference in standards between girls and boys. In games, boys' standards in performance and application of skill are considerably better than that of girls. There are no significant variations in attainment or progress between pupils, including those with special educational needs and those who are learning English as an additional language.

119. In the Reception class, children are in the process of learning routines for physical education. Two weeks into the term, they change quickly and move to the hall in an orderly manner. They seem very excited about learning through, and in, a physical environment, but they are also learning about self-discipline in stopping, listening to instructions and responding appropriately. Very good foundations are being laid for future learning. By the age of seven, performance skills in dance are highly developed. All pupils know and perform the basic dance actions with an understanding of mood and feeling in relation to the idea. They demonstrate turning actions, jumping actions, gesturing actions and stillness. They 'go' and 'stop' in control, and demonstrate the ability to hold clear body shapes in movement and in stillness. Movements show rhythmic patterns, and pupils can accurately repeat them. Pupils demonstrate the ability to perform in different formations, for example: whole class, circle, line and pair. They are learning to observe each other, and are starting to accurately describe what they are seeing and sometimes offer suggestions for improvement. Most are starting to select and apply their own ideas to dance motifs. Pupils understand the need to warm up from dance and to cool down afterwards. In swimming, they are developing confidence in water and mastering basic flotation and propulsion skills.

120. By the age of 11, pupils' performance in dance is quite sophisticated and well above expectation. Pupils are acquiring and developing specific dance skills in relation to a dance idea. The school has been successfully involved with local arts events where pupils demonstrated outstanding achievement. Pupils perform with accuracy and control, and use movements that are of appropriate quality. Pupils select and apply dance ideas that clearly communicate the intention of the dance. Most describe what makes a movement good, and use appropriate language and terminology. They all show an awareness of the value of 'getting ready' and 'ending' dance activity. In swimming, the majority exceed the national expectation in relation to performance. However, in gymnastics performance skills are well below expectation. Application of gymnastic skills into fluent sequences of movement is weak due to the poor development of skill. In games, many pupils lack spatial awareness, skills are poorly developed and break down very quickly in competitive situations. Boys perform better, have a more consistent application of skill and have a better grasp of tactical awareness than the girls. The school has good links with Arsenal

football club and positive links are being made between football and literacy.

121. The teaching of physical education is satisfactory overall and varies greatly from excellent to unsatisfactory. Where it is good, teacher expectations are high, and the teaching is focused on developing performance skills and knowledge and understanding. The teacher's ability to observe, analyse and feed back for improvement is focused and developmental. Where teaching is less effective, teachers do not have a firm grasp of skill development and application of skills; therefore feedback is often inappropriate and expectations are low. The lack of knowledge also affects the ability to offer progressively difficult tasks suitable to the needs of the group. The school is receiving excellent support from the local sports college to develop the gymnastic work.

RELIGIOUS EDUCATION

122. Pupils are on course to achieve the standards required by the Wandsworth Agreed Syllabus by the time they are seven and eleven years old. This is an improvement since the last inspection, when attainment was judged to be unsatisfactory. There is no evidence of any significant variations in the attainment or progress between pupils, including those with special educational needs and those who have English as an additional language.

123. The youngest pupils have a basic understanding of Christian festivals and stories from the New Testament. They recognize that different faiths have similar traditions. Pupils in Year 1 have had recent experience of religious education in the Reception classes. This has prepared them well and they related their previous knowledge to a discussion about feelings and emotions. They readily share their own experiences by discussing events that have frightened them or by talking about how people in photographs might be feeling. In Year 2, pupils have a developing understanding of why a harvest festival is an important celebration for Christians.

124. At Key Stage 2, the good foundation that was established in younger classes is successfully developed. The school community includes pupils from all the major world faiths, and this is proving most beneficial in developing an understanding of religious diversity. For instance, Year 5 Muslim pupils made good comparisons between praying in the Mosque and Christian church services. In a class discussion, pupils identified the Imam and made comparisons with Christian vicars, priests or ministers. Pupils have a good understanding of the important festivals and traditions of several faiths, Christianity, Islam, Judaism and Sikhism. This is one more religion than is required in the locally agreed syllabus. Pupils respect other people's different beliefs, and they value each other's individuality. By the time they are 11, they have been taught to apply the principles of different religions to their own lives. They also recognize the qualities and influence of important religious leaders.

125. Throughout the school, pupils have positive attitudes to their work, and they are learning well. The youngest classes are curious about each other's points of view. Pupils enjoy listening to religious stories in Key Stage 2 assemblies. For instance, in a theme of stories about the importance of listening, the headteacher told older pupils the story of Jesus' temptation in the wilderness. He used this as an example of the importance of making correct decisions. Pupils were spellbound, and listened in silence. The school has appropriate resources for religious education, but the library book resources have little impact on pupils' learning.

126. The quality of teaching at Key Stage 1 is always satisfactory and often good. At Key Stage 2, it is good or very good. Pupils generally make good progress and learn well. There are no significant variations in attainment or progress between pupils, including those with special educational needs and those who are learning English as an additional language. Teachers successfully create a climate in which pupils feel secure to reflect on, share and develop their

thoughts and ideas. The locally agreed syllabus encourages teachers to promote religious education to make an effective contribution to pupils' spiritual development. Teachers successfully include first-hand experiences to reinforce pupils' learning. For instance, a Year 5 teacher arranged a visit during the first week of term to raise pupils' awareness of worshipping in a Christian church. In a very good follow-up lesson, it was clear from pupils' good responses that they were receptive and had learned a lot from their visit. Teachers ask questions that make pupils think carefully about important issues. They listen carefully to pupils' responses and, in this way, they assess pupils' knowledge and understanding. For instance, in a very good lesson on Christianity in Year 6, the teacher taught pupils about the Holy Trinity and skilfully used analogies from their everyday lives to help them to understand. Pupils drew on their previous knowledge of Noah to identify the dove as a symbol of peace. With great sensitivity and skill, the teacher used the horrors of the terrorist attacks on America the previous week to demonstrate to pupils the impact of strong religious faith in adversity. This is a very good example of pupils being inspired to learn by a talented teacher.