

INSPECTION REPORT

PENWORTHAM PRIMARY SCHOOL

London, SW16 6RJ

LEA area: Wandsworth

Unique reference number: 101016

Headteacher: Mrs A Rigby

Reporting inspector: Mrs C Skinner
23160

Dates of inspection: 10th-13th September 2001

Inspection number: 194433

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Penwortham Road Streatham London
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Appropriate authority:	The governing body, Penwortham Primary School
Name of chair of governors:	Ms L Barratt
Date of previous inspection:	21 st April 1997

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9542	Brian Jones	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15917	Bob Cross	Team inspector	History, physical education, equal opportunities.	How well are pupils taught?
15271	Brian Farley	Team inspector	Design and technology, geography	How good are the curricular and other opportunities offered to pupils?
17976	John Francis	Team inspector	Science, art, religious education	
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16492	Bob Lever	Team inspector	Mathematics, information and communication technology, special educational needs.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Penwortham Primary School educates boys and girls between the ages of three and 11. There are 479 pupils on roll altogether, with similar numbers of boys and girls. Of these, 19 children were attending full-time in the Nursery at the time of the inspection. A further seven full-time and 52 part-time children were due to start school during the next few weeks. The school is much bigger than the average for primary schools and has grown in size since the previous inspection in 1997. It is oversubscribed and has a waiting list for all year groups. There are 117 pupils on the school's register of special educational needs (25 per cent), which is a little higher than the national average. Ten pupils have statements of special educational need, which is also above average. Over half of the pupils come from ethnic minority backgrounds, which is very high compared to most schools. Thirty per cent of the pupils speak English as an additional language, which is very high. Just over ten per cent are at an early stage of learning English. There are five refugees in the school. Twenty-two per cent of the pupils are eligible for free school meals, which is above the national average. At the time of the inspection, there were four temporary teachers on the staff, of whom three were from overseas. The turnover of pupils is broadly similar to that seen in other primary schools. The attainment of pupils on entry to the school is below average and well below average in communication, language and literacy.

HOW GOOD THE SCHOOL IS

This is a good school where pupils achieve well. The leadership and management of the school are good, as is the quality of the teaching. These factors, and the school's continuing commitment to improvement, have given rise to improving standards, although those in science are not high enough. The school gives good value for money

What the school does well

- In English, pupils do better than expected, given the low attainment of many when they enter the school, and standards in art and music are high throughout the school.
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- The headteacher provides very good leadership and clear direction for the school, and is well supported by the deputy headteacher and governors.
- The good quality of teaching helps pupils to achieve well. It is particularly strong in the Nursery and Reception, which gives children a very good start to their education.
- The very good provision for pupils' spiritual, moral, social and cultural development promotes the good attitudes, behaviour and relationships that they show.
- The school has very good procedures for ensuring pupils' welfare which help them to become secure and confident learners.
- The curriculum is well-planned and offers pupils a varied and interesting range of experiences to develop their learning. The Foundation Stage curriculum is excellent.

What could be improved

- The standards that pupils attain in science, which are below average in Year 2 and Year 6, particularly in investigative and experimental science.
- The role of subject co-ordinators in monitoring the quality of teaching and learning and having an impact on raising standards.
- The quality and effectiveness of teachers' marking, which does not always show pupils clearly enough how to improve their work.
- The standards reached by some underachieving white and African-Caribbean boys.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997 and, since then, it has made a good improvement. Standards are improving at both key stages, though this improvement was not fully reflected in the national tests up to 2000. The quality of teaching has improved in the Foundation Stage and at Key Stage 1, but is lower at Key Stage 2. After the recent high turnover of teachers, the school appointed several temporary or newly qualified teachers who had only been in the school for a few days at the time of this inspection. Although there had been good improvement in the role of co-ordinators before the end of the previous school year, many experienced co-ordinators left at that time, and most now are new to the role or are just developing it. There has been very good improvement in curricular planning throughout the school and good progress in developing assessment procedures. School development planning is more closely linked to the budget but still does not have a clear enough focus on setting measurable targets for raising standards. The school has a good capacity to continue to improve in the future.

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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	B	C	B	well above A average above B average C below average D well below E average
mathematics	C	B	D	C	
science	C	B	D	C	

The school's results show considerable fluctuation from year to year in mathematics and science, although they are at least in line with the average for similar schools. Pupils have done particularly well in English, given the low starting point of many. Overall, there is an upward trend in the school's results similar to that seen nationally. The inspection's findings show that, in Year 6, satisfactory standards are being maintained in English, where pupils of all capabilities achieve well. In mathematics, standards have improved as a result of the successful implementation of the National Numeracy Strategy and are now average in Year 6. Standards in science, however, are below average because there is not enough emphasis on investigative and experimental science and insufficient challenge for the more able pupils. Standards in art and music are above average and reflect the strong teaching and the emphasis that the school places on the arts. Standards in all other subjects are average for 11 year olds. The school's targets for 2002 are realistic and are based on a good knowledge of the pupils' previous attainment. Overall, pupils achieve well at Key Stage 2.

In Year 2, the findings of the inspection are that standards are below average in English, which reflects the high proportion of pupils who speak English as an additional language. Pupils, nevertheless, achieve well. Standards are also below average in science, for the same reasons given above. They are above average in art and music and average in all other subjects. Achievement overall is good. Children in the Foundation Stage also achieve well. They are above average in personal, social and emotional development and average in all other areas of learning except communication, language and literacy, where they are below average. Pupils with special educational needs and those who speak English as an additional language make good progress relative to their previous levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show interest in their work and sustain concentration well. Their positive attitudes towards school support their learning well.
Behaviour, in and out of classrooms	Good. Pupils behave well in class, at break and around the school. They are courteous and show respect for others. Pupils treat the school environment well and handle resources with care.
Personal development and relationships	Good. Pupils and staff get on well together, and this creates a harmonious learning environment. Pupils show great respect for each other's feelings, values and beliefs and take responsibilities seriously.
Attendance	Satisfactory. Attendance is slightly below the national average but unauthorised absences are rare. Most pupils arrive punctually and lessons start promptly.

TEACHING AND LEARNING

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

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

The strengths of teaching in the Nursery and Reception are the very good emphasis on personal, social and emotional development and on improving children's communication and language skills. The very good assessment procedures enable teachers to know and meet children's needs very well. In Key Stages 1 and 2, the most important strengths in the teaching are the quality of the teachers' planning and the way in which basic skills are taught. The most significant shortcoming in teaching is the way in which assessment information, including the marking of pupils' work by teachers, is used to plan the pupils' work. Too often, pupils are given work which does not fully extend them and marking does not always help them to make progress. Throughout the school, the major strengths in the pupils' learning are the speed with which they gain new skills and understanding and the effort that they put into producing good amounts of well-presented work. This strength has been maintained since the last inspection. The knowledge that pupils have of their own learning is a relative weakness in the quality of their learning. This is because teachers do not always share and explain the pupils' targets and the objectives of lessons with them sufficiently. The quality of teaching in English, including literacy, and mathematics, including numeracy, is good at Key Stage 1 and satisfactory at Key Stage 2.

The needs of pupils with special educational needs and English as an additional language are met to the same degree as those of other pupils of a similar age.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a varied and interesting range of learning experiences, with a good emphasis on literacy and numeracy. The Foundation Stage curriculum is excellent and gives children a very good start to learning. There is very good provision for the pupils' personal, social and health education throughout the school. In science, there are not enough opportunities for pupils to devise and carry out investigations.
Provision for pupils with special educational needs	Good. Early identification of pupils allows the school to devise clear targets and programmes of support. They receive good support in classes, but sometimes are withdrawn from activities for additional support and miss the work covered by other pupils.
Provision for pupils with English as an additional language	Good. The school provides pupils who speak English as an additional language with a varied and interesting curriculum and an environment that reflects positive attitudes to their languages and cultures. There is a good emphasis on developing their confidence through the arts.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' spiritual awareness is fostered well by acts of worship and through the arts. Pupils are taught to consider the impact of their actions on others and to respect and value differences. Sadly, the most striking example of good spiritual development came in the junior assembly after the attacks on New York and Washington. Through its strong emphasis on art, music and performance, the school enables pupils to experience the cultural diversity of British society.
How well the school cares for its pupils	Very good. The school cares for its pupils very well and has good procedures for monitoring pupils' academic and personal development. Its procedures for monitoring and promoting good behaviour are very good, as are its arrangements for health and safety, child protection and first aid.

The school works well in partnership with parents, who have positive views of the school and support the progress made by the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The very good leadership of the headteacher provides clear direction for the school. She is very well supported by the deputy head and key stage co-ordinators. The role of other co-ordinators in monitoring standards and teaching is relatively underdeveloped. This has been affected by the recent high turnover of experienced staff. The areas for improvement in the school development plan closely match those identified by this inspection.
How well the governors fulfil their responsibilities	Good. Governors are well aware of the strong points of the school, where improvement is required and how to bring this about. Their role in monitoring the effectiveness of the school's provision is developing well and they make a good contribution to shaping the

	direction of the school.
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The school's evaluation of its performance	Good. There is careful analysis of test data, which are used to help raise standards by identifying areas of concern. Rigorous monitoring of the quality of teaching by the head and deputy also shows where improvement is needed. The evaluation of standards, teaching and the curriculum by subject co-ordinators is less well developed.
The strategic use of resources	Good. The school budgets systematically for all expenditure and makes good strategic use of its resources. The governors ensure that they receive the best value when making spending decisions. Specific grants are used appropriately to support pupils with special educational needs and those who are learning English as an additional language. However, the priorities identified are still not focused clearly enough on raising standards and do not have specific criteria by which to measure how successful the action taken has been.

The school is adequately staffed to meet the demands of the curriculum and its accommodation and resources are good and support learning well. The inspection took place in the first full week of the school year when seven teachers were new to the school, three of whom were temporary teachers from overseas, three were newly qualified and one was a supply teacher.

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 school is well managed and led. • Their children like school. • The teaching is good. • Their children make good progress. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The information they are given about their children's progress • The amount of homework provided. • The range of activities outside of lessons.

The inspection's findings agree with the positive views expressed by the majority of parents. In addition, they show that the provision for extracurricular activities is satisfactory overall, although it is limited at Key Stage 1. A suitable amount of homework is provided for the pupils to support their learning, and parents are given appropriate information about their children's attainment and progress. The end of year report is of particularly high quality, but formal consultation meetings with teachers are fewer than in most schools. However, teachers make themselves available to parents throughout the year to discuss their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the end of the Foundation Stage, children attain average standards in mathematical development, knowledge and understanding of the world, creative development and physical development. They reach above average standards in personal, social and emotional development. Standards in communication, language and literacy are below average. Children enter the school at below average levels of attainment, and well below average in language and literacy. There is a high proportion of children who speak English as an additional language. As a result of very good teaching, the children achieve well and make good, and sometimes very good, progress. This is particularly notable in personal, social and emotional development, which is a significant strength of the teaching for these children and helps them to settle quickly into school life and to develop positive attitudes to learning. There is a very good emphasis on developing children's language and communication skills and their mathematical knowledge and understanding, which helps children to progress at a challenging but achievable pace. Standards were judged to be average in all six areas of learning by the school's previous inspection. However, the proportion of children with English as an additional language has increased since that time, which explains the lower standards in language and literacy.

2. In the end of Key Stage 1 tests in 2000, the pupils' results were well below the national average in reading and writing and below average in mathematics. Compared with similar schools, the results were below average in reading, well below average in writing and average in mathematics. The assessments made by teachers in science were well below average compared with schools nationally. Standards overall showed little improvement from 1997 to 2000, during which time they were consistently below or well below the national average. The school set challenging targets for the national tests in 2001 in reading, writing and mathematics and put a number of strategies in place to raise the pupils' attainment, including a renewed emphasis on individual reading, more time on writing extended pieces of work and a new spelling programme. Unvalidated results indicate that the school exceeded these targets in reading, writing and mathematics, and that the proportion of pupils who reached Level 2 (the national expectation) and Level 3 increased significantly.

3. The findings of the inspection are that, in Year 2, pupils reach average standards in mathematics, including numeracy, information and communication technology, religious education, geography, history, design and technology and physical education. Standards in art and music are above average, whilst those in English, including literacy, and science are below average. However, although standards in English overall are below average, those in reading are average, which represents good achievement. Compared with the findings of the last inspection, standards are higher in information and communication technology, and lower in English, science and design and technology. They are similar in all other subjects. Higher standards in information and communication technology have resulted from a huge investment in the subject, in terms of installing a computer suite and providing training for teachers. Although standards in English were judged to be average by the last inspection, the results of national tests in that year were well below average. Standards are actually rising because the school has identified and is implementing successfully ways of improving pupils' attainment in reading, writing and spelling. Standards in science are lower than they were because there has been insufficient emphasis on developing pupils' investigative skills. In design and technology, the recent emphasis on literacy and numeracy has meant that much less time has been given to the subject and this is the reason for the apparent decline in standards. Overall, pupils' achievement is good at Key Stage 1 because of the good quality of the teaching.

4. In the end of Key Stage 2 national tests in 2000, the pupils' results were at the level of the national average in English and below average in mathematics and science. Compared with similar schools, they were above average in English and average in mathematics and science. The upward trend in standards is similar to that found nationally. The school exceeded its target in mathematics in 2000 but did not reach that for English, though the margins in both cases were

not significant. Unvalidated results for 2001 indicate a further improvement in the proportion of pupils who reached Level 4 in English, exceeding the target set. However, indications are that standards in mathematics were lower than the previous year and fell short of the school's target.

5. The findings of the inspection are that, in Year 6, the pupils attain average standards in all subjects except science, where they are below average, and art and music where they are above average. Compared with the findings of the school's last inspection, standards are higher in information and communication technology, and lower in design and technology and science. The reasons for this are given above. Pupils' achievement is good at Key Stage 2. This reflects the good standard of teaching they have received throughout the school and the high expectations that teachers have of all pupils. Pupils do better than expected in English at this key stage, given their low standards when they enter the school. Pupils achieve good standards in art and music because the school places significant emphasis on the arts and teachers have good levels of expertise in those subjects. In some subjects, such as science, more able pupils do not always reach high enough standards.

6. Pupils with special educational needs are generally doing well against specific targets and goals and are making good progress overall, particularly when receiving extra support. Annual reviews for pupils with statements of special educational need and others with individual education plans show pupils make good progress against their targets. Individual education plans are sufficiently specific to allow accurate assessments of pupils' progress to be made. Some pupils have made sufficient progress to come off the register or to be placed in categories needing less support. This demonstrates the success of the school's provision for special educational needs.

7. Since the previous inspection, the proportion of pupils with English as an additional language in the school has risen from 18 per cent to 30 per cent. Their language and learning needs are identified early and, in the Foundation Stage, the whole day provides a rich source of language aimed at giving children as wide a vocabulary as possible. These pupils achieve well so that, in Year 6, many attain standards in their oral and written work which are similar to those of other pupils whose first language is English. The school has identified that Black African boys underachieve in English and mathematics and Indian and Black Caribbean pupils in mathematics. Suitable strategies have been put in place to address these issues.

Pupils' attitudes, values and personal development

8. Pupils have good attitudes towards school and are eager to learn. Their attitudes were good or better in 75 per cent of the lessons seen during this inspection. Pupils respond enthusiastically in the many lessons where the teaching is good. They listen well and apply themselves keenly to their tasks. They sustain concentration well. The younger pupils already show that they are willing to read regularly at home. These high standards have been maintained since the previous inspection.

9. Parents say that pupils behave well, and the inspection's findings confirm this. Standards are especially high in the younger classes. A few junior boys displayed unacceptable behaviour in a small number of lessons. Even in these lessons, the other pupils continued to focus on their work. Pupils behave well during breaks. There was no disruptive behaviour during the inspection. Pupils move in a calm, orderly way around the school. The school excluded one pupil last year. This was the only exclusion in the past nine years. Bullying is very infrequent. Pupils are confident they can tell an adult if they have a problem. They welcome visitors with courtesy and friendship. There was no evidence of oppressive behaviour, racism or sexism and there is very good racial harmony. Boys, girls and pupils from different ethnic backgrounds work and play together easily and naturally.

10. Pupils' personal development is good. Each year, pupils from Year 2 upwards elect a boy and a girl representative to the school council. Pupils represent their classes responsibly. A pupil said: "I have promised my class I will really listen, and try to do something about it." The school council organises events twice a term in support of local, national and international charities. Year 6 pupils act as monitors on the staircases. In all the classes, pupils in turn take registers to

the office and look after resources and materials. Pupils gain self-confidence from supervised games during the lunchtime break. The school has its own 'king's square' court. Six players at a time take part in this competitive knockout game with up to 14 others ready to step in. Pupils with a few minutes to spare in the playground often choose to practise ball-handling skills for this game. Performing arts build pupils' self esteem. A Year 5 violinist has already reached an advanced level of skill. The school music club made a prestigious appearance with the London Symphony Orchestra at the Barbican. A choir went to sing to a group of senior citizens within the local Furzedown project. Pupils found out that some of the audience were former pupils at Penwortham. They interviewed them and recorded a video for the school's history project.

11. Pupils relate well to one another and to the adults at school. They respond well to the school's focus on friendship at the start of each autumn term. They are quick to help if a pupil falls over in the playground. They have a good understanding of the effect of their actions on others. They are sensitive to the needs of pupils with physical or emotional needs. For example, they appreciate why a pupil with photosensitive eyes needs to wear dark glasses. Pupils relate very well to adults at school. They know that teaching and non-teaching staff value them as individuals. Pupils with special educational needs form good relationships with teachers, support staff and each other.

12. Children in the Nursery and Reception are interested, excited about new experiences and well motivated. They are confident to try new activities and maintain concentration well when engaged in them. The children settle quickly into the routines of school, and develop self-esteem as a result of the very good provision for their personal, social and emotional development. Children form very good relationships with each other and with adults and they work and play together in harmony. Their behaviour is very good in lessons and at playtimes, and most respond promptly to adults' instructions.

13. The school is a very harmonious community where relationships are built on mutual respect and tolerance of others' feelings and beliefs. In general, pupils with English as an additional language have very positive attitudes to school and work in happy cooperation with the teacher. They are very well integrated into the school and take a full part in all the experiences and activities that it offers.

14. Attendance is satisfactory. In 1999/2000 it was 94 per cent. Attendance has improved since the previous inspection. The rate is above the local authority average, but 0.4 per cent below the national average. A small number of families from overseas take long holidays in term time, despite the school's efforts to discourage this. Almost all pupils arrive in the playground in good time for registration at 8.55, and lessons start promptly. In 2000/01, attendance figures show a fall in comparison with the national average. This is because a new roof collapsed during a storm in the autumn 2000 half term. The school had to close for safety reasons, and pupils could not come to school for three days. The school kept parents informed, and attendance on Thursday of the week affected was good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. On a whole school basis, the quality of teaching and learning is good. This appears to be broadly similar to the findings of the school's last inspection when teaching was "at least sound in more than 90 per cent of lessons and good or very good in more than half of these". However, at the time of the school's previous inspection, eight per cent of the teaching was very good or better and eight per cent was unsatisfactory. These percentages are now 15 and four which indicates a good improvement since the last inspection. This has been achieved in spite of the recruitment difficulties and significant changes in staff that the school has experienced in the past two years. At the time of this inspection, there were four temporary and three newly qualified teachers, mostly at Key Stage 2.

16. Throughout the school, the most important strengths in the teaching are the quality of the teachers' planning and the way in which basic skills are taught. Teachers' planning has improved since the school was last inspected. Other improvements in teaching since the last inspection include the teaching of information and communication technology, the quality of discussion with

the pupils and the timing of groupings in the Nursery. The use of homework supports the pupils' learning satisfactorily. At Key Stage 1 and Key Stage 2, the most significant shortcoming in teaching is the way in which assessment information, including the marking of pupils' work by teachers, is used to plan the pupils' work. Too often, pupils are given work which does not fully extend them, and marking does not always help them to make progress. This was also a weakness at the time of the school's last inspection. Slow paced lessons and over direction of the pupils by the teacher are also weaknesses in some lessons. Throughout the school, the major strengths in the pupils' learning are the speed with which they gain new skills and understanding and the effort that they put into producing good amounts of well-presented work. This strength has been maintained since the last inspection. The knowledge that pupils have of their own learning is a relative weakness in the quality of their learning. This is because teachers do not always share and explain the pupils' targets and the objectives of lessons with them sufficiently.

17. The school meets the needs of pupils in the Foundation Stage very well. The needs of those in Key Stage 1 are well met and pupils in Key Stage 2 have their needs met satisfactorily. However, at Key Stage 2, the analysis of work showed that the quality of teaching and learning in the previous school year at this key stage was good rather than satisfactory as it is in the present term. Progress and achievement were, therefore, also good. As the inspection was held very early in the school year, changes in staff, many of whom are new to the school and settling in, mean that teaching, learning and achievement are currently satisfactory at Key Stage 2. The needs of pupils with special educational needs and English as an additional language are met to the same degree as those of other pupils of a similar age.

18. The quality of teaching and learning for pupils in the Foundation Stage is very good overall. During the inspection, 19 lessons were seen at this stage. Nine were very good, eight were good and two were satisfactory. This represents an improvement on the findings of the last inspection when the teaching of children aged under five was judged to be "sound in almost all lessons, and .. good or very good in three quarters of lessons seen". Teaching in the Nursery is particularly strong and ensures that all children experience a very good start to their school life. Teaching is very good in all areas of learning and enables children to achieve well by the end of the Reception year. There are many factors that contribute to the quality of teaching. All teachers and assistants have a very good knowledge and understanding of the curriculum for the Foundation Stage and how very young children learn. This underpins all that they do and ensures that teachers' planning sets out clearly what children are expected to learn from each activity and how this will be achieved. There is very good teaching of basic skills as teachers show children how to speak clearly, listen attentively, read, write and count. This helps children to acquire new skills, knowledge and understanding very securely.

19. A strong feature of the teaching in the Foundation Stage is the very good development of independent learning, which was seen in all the lessons observed. There is a very good balance between activities that are directed by the teacher and those the children choose for themselves. Very good day-to-day observation and recording of what children can do, and what they find difficult, helps teachers to plan experiences that meet children's needs and help them to achieve well. Teachers' very good management of the children and the excellent relationships they develop encourage children to concentrate on what they are doing and to apply considerable effort to the activities they are engaged in. All adults interact very effectively with children as they participate in different activities. However, occasionally, when adults are focused on a particular task with a group, some children attempt other tasks that require guidance and, without input from an adult, their play lacks purpose.

20. In Key Stage 1, the quality of teaching and learning is good and pupils make good progress. During the inspection, 32 lessons were observed. Six were very good, 17 good, eight satisfactory and one poor. This means that 72 per cent of the teaching was good or better which is an improvement on the one third of lessons in this category at the time of the school's last inspection. At this key stage, teaching and learning are good in art, English, including literacy, geography, mathematics, including numeracy, music and physical education and satisfactory in all other subjects. At this key stage, the quality of teaching has improved in English,

mathematics, geography and physical education compared with the findings of the last inspection and has remained the same in all other subjects where a comparison can be made, except design and technology where it is now satisfactory rather than good. There are no significant variations between the quality of teaching and learning amongst the year groups in this key stage.

21. A Year 1 literacy lesson concerned with recognising sentences exemplified the good quality of teaching and learning at this key stage. In this lesson, planning was detailed and appropriately set work for pupils of differing attainment. The pupils settled to work quickly and were able to match the letters d, a, and c to pictures accurately. The teacher created a secure emotional climate for learning by constant praise and encouragement. Occasional mistakes were used productively as teaching points. The teacher explained carefully to a few pupils who were distracted that it was very important to listen carefully like the rest of the class in order to learn. She read the text of *The Owl Babies* clearly and expressively, which held the rapt attention of the pupils who joined in spontaneously with the chorus. The lesson moved at a good pace and there was lively interaction between the teacher and the pupils, including some good questioning to draw out their individual responses to the feelings of the owls on their mother's return. The teacher's good knowledge of the subject was evident in her informative explanations and, as a result, the pupils were able to indicate when they recognised capital letters or full stops. This was a good lesson in which the pupils made good gains in their knowledge of the initial sounds of words and simple punctuation.

22. At Key Stage 2, the quality of teaching and learning is satisfactory. During the inspection, 60 lessons were observed at this key stage. Two were very good, 21 good, 34 satisfactory, two unsatisfactory and one poor. Exact comparisons with the last inspection are difficult to make. However, at that time, over half the lessons seen were good or better compared with 38 per cent during this inspection. At this key stage, the quality of teaching and learning is good in art and music and satisfactory in all other subjects. Compared with the last inspection, teaching is similar in all subjects except English and design and technology where it is now satisfactory rather than good. There are significant differences between teaching and learning in some year groups in Key Stage 2. The strongest teaching occurs in Years 3 and 5 where it was good and over half of the teaching seen was good or better and none was unsatisfactory. Teaching in Year 6 is satisfactory as 15 of the 16 lessons seen were at least satisfactory. In Year 4, none of the teaching was better than satisfactory. Fourteen lessons were seen in this year group: 12 were satisfactory, one was unsatisfactory and one was poor. The major weaknesses were slow pace, lack of challenge and management of the pupils. The analysis of work indicates that teaching was stronger in Key Stage 2 during the last academic year and that the turnover of staff, recruitment difficulties and the newness of a significant number of staff have had an influence on these differences.

23. A Year 4 numeracy lesson about addition and subtraction illustrated the satisfactory nature of the quality of teaching and learning and of the implementation of the National Numeracy Strategy at this key stage. The lesson began with pupils consolidating their mental recall and addition skills in a simple verbal game. This was organised so that lower attaining pupils started it and, as it progressed, those of higher attainment took a greater part. The pupils were enthusiastic and keen to be involved in the oral work. The teacher presented the main activity clearly but a few pupils did not listen and the teacher tended to talk over them. The teacher did not always correct them soon enough so that some pupils were not certain what they had to do at first. The challenge presented by the activities was satisfactory and the higher attaining pupils responded to it well. Other pupils worked at too slow a pace, although one group of pupils with special educational needs was well supported and moved on successfully. There was good interaction between the teacher and the class, which motivated the pupils. The teacher made good use of questions and explanations. Resources were used effectively to support the pupils' learning and most made satisfactory progress and produced adequate amounts of appropriate work.

24. There was insufficient evidence to make a judgement about the effectiveness of the quality of teaching and learning of gifted and talented pupils. However, although the school has

clear policies and procedures in place for the identification and teaching of these pupils, they have not been in place long enough to have a significant effect. The implementation of these procedures has also been adversely influenced by changes in staff.

25. The quality of teaching and learning for pupils with special educational needs is good. Teachers use appropriate methods, which enable pupils identified with special educational needs to learn effectively. Appropriate use is made of information and communication technology to support the learning of basic skills such as spelling. Teachers take appropriate account of the targets set out in pupils' individual education plans. These contain clear targets and they are sufficiently practical for class teachers to implement when support staff are not present. The learning support assistants offer good support and keep accurate records of the progress of pupils with statements of special educational need.

26. During the inspection, the overall quality of teaching and learning for pupils with English as an additional language was satisfactory. The two specialist teachers are relatively new to the school. Evidence was drawn from observations of specialist teachers in class and in withdrawal groups. All teachers provide good models of spoken and written language. Although specialist teachers liaise effectively with class teachers, planning does not always meet the individual needs of these pupils, as was reported by the previous inspection. Both specialist teachers have a very good rapport with pupils, which creates a safe, emotional climate for learning. Information and communication technology is used appropriately and boosts confidence well. However, there is insufficient focus on developing specific language skills at both key stages. Although it is recognised that more advanced pupils need support to develop the full range of academic language, this is not differentiated enough from the specialist subject vocabulary given to other pupils. Pupils' first language is not always used to support the development of English and fluent English speakers within the group are not used effectively as language models. Drama is used well to extend language and encourage self-esteem.

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

27. The quality and range of learning opportunities provided by the school are good. This makes an appropriate contribution to the overall aims of the school. All subjects of the National Curriculum are taught and religious education is taught appropriately according to the locally agreed syllabus. The breadth, balance and the relevance of the curriculum are good overall and it includes French for pupils in Years 5 and 6. The school has successfully implemented Curriculum 2000 in all subjects and there is a good emphasis on the arts. Effective planning strategies have been developed to integrate different subjects into topic themes. All requirements of the statutory curriculum are met.

28. Good progress has been made since the previous inspection in the development of an appropriate curriculum. Schemes of work are detailed and give good guidance to teachers so that they can plan appropriate learning experiences for the pupils. Time allocations for subjects are now more in line with national recommendations; therefore, the balance of time spent on different subjects is better. Regular reviews of the curriculum are being developed to ensure that the school can match its provision to the needs of pupils.

29. Appropriate emphasis is placed on the teaching of English and mathematics. The National Literacy Strategy has been implemented well. Although the school has a good focus on the development of all aspects of literacy in order to improve pupils' reading and writing, strategies have not raised standards to the national level in Key Stage 1. This is because many pupils enter the Foundation Stage well below average in literacy skills. However, overall, the strategy has been effective because, by Year 6, the attainment of pupils is appropriate to their ages. The National Numeracy Strategy is well established and has satisfactorily raised standards to an appropriate level.

30. A significant minority of parents who responded to the inspection's questionnaire were not satisfied with the range of extracurricular activities provided by the school. The findings of this inspection are that, at different times of the year, the school provides a satisfactory range of

activities, except in Key Stage 1. Activities that are provided include football, netball, athletics, an art club and music. These are well attended and contribute to the pupils' achievement. A residential school journey for pupils in Year 6 provides many opportunities for them to broaden their education, but school day visits to support pupils' learning in subjects such as history and geography are not extensive.

31. The Foundation Stage curriculum is very well planned and offers an excellent range and variety of activities and experiences for all children. The curriculum covers the appropriate areas of learning comprehensively and places significant emphasis on personal, social and emotional development, communication, language and literacy and mathematics. The planned approach to learning is through talk, enquiry and play, with a clear aim of developing positive attitudes to learning, which it achieves successfully. The curriculum is planned to meet the needs of all children, including those with special educational needs and children who speak English as an additional language.

32. There is good provision for pupils with special educational needs. The curriculum is appropriately organised for those identified with special educational needs and no pupils are disapplied. Arrangements for using individual education plans are effective in ensuring that needs are met in the classroom, but when withdrawn for extra support pupils often miss out on other areas of the curriculum. During the inspection, for example, pupils in Year 6 were withdrawn from a religious education lesson, and others from a science lesson, which meant that they missed important learning opportunities in those subjects.

33. The school provides pupils who speak English as an additional language with a varied and interesting curriculum and an environment that reflects positive attitudes to their languages and cultures. Pupils, except those at an early stage of language acquisition, have full access to the curriculum, and their language skills are not a barrier to learning. New pupils are enabled to take part in the curriculum at an appropriate level. Induction procedures for new pupils are being developed but there are no simplified procedures if pupils return after a long absence abroad. The school's broad curriculum gives pupils good opportunities to gain confidence through the arts and the traditions of various cultures are drawn upon in art, music, drama and literature.

34. The school has begun to identify pupils who might be gifted or talented. This project is in the early stages of development. The intention is to provide identified pupils with activities that are in addition to their normal class work. This work, initially in mathematics, is designed to develop the skills and understanding of those pupils who may have a specific mathematical gift. It is too soon to judge the effectiveness of this initiative.

35. The school makes very good provision for pupils' personal, social and health education. Parents at the pre-inspection meeting said that the school fosters a sense of responsibility for other children. Assemblies emphasise the importance of friendship and relating well to others. In science lessons, pupils learn about healthy lifestyles. They take part in the Wandsworth Healthy Schools Scheme. Last year, there was a very successful 'physical activity week'. This year, the emphasis is on healthy eating. The school plans to establish an organic vegetable patch. Pupils also take part in an ecological scheme. Year 5 pupils focus on drugs awareness and anti-smoking. The school provides sex education in Year 6. Citizenship now plays an important part in the junior curriculum. For example, Year 6 pupils discuss the consequences of crime.

36. The community makes a satisfactory contribution to pupils' learning. The Furzedown Project, right on their doorstep, enables pupils to learn about local history. They interviewed senior citizens who were themselves pupils at Penwortham. Pupils carried out a comparison of a nearby hypermarket with local shops. They went to a pizza restaurant, questioned the manager, then made (and ate) pizzas. They extend their learning by visiting museums, including the Wandsworth Museum. They observe plants in the Chelsea Physic Garden and the local commons. The school has good links with local churches, and is developing its partnership with local multicultural facilities.

37. The school co-operates well with other schools in the area. A Nursery teacher belongs to a local pre-school playgroup committee. Prospective pupils and their parents come into school

for two sessions in the summer term. This helps them make a smooth, untroubled entry into the Nursery. Pupils transfer mainly to about six different secondary schools each year. The school works very closely with these schools to enhance progression in learning for the pupils. Pupils benefit from sharing their facilities, which include an advanced computer suite and a minibus. Teachers share training with staff from these schools. Secondary teachers have taken the chance to learn about the teaching of literacy and numeracy at Penwortham. The school takes part in the school centred initial teacher training scheme run by the Local Education Authority. Three trainee teachers will come to school this year. A teacher in the graduate scheme arrived in the week of the inspection.

38. The school provides very well for pupils' spiritual, moral, social and cultural development. The previous inspection found that moral, social and cultural development was a strength of the school. However, although spiritual development was sound, collective worship did not comply with statutory requirements. The school has addressed this issue, and collective worship now meets requirements.

39. Sadly, the most striking example of good spiritual development came in the junior assembly after the attacks on New York and Washington. Classes came in solemnly to 'Lamb of God' from Fauré's Requiem. Pupils, including those from the United States, reflected together. Their spirits lifted with a smooth transition into a musical assembly. They sang 'The Ink Is Black', the song celebrating the unity of all the world's children. Examples of spirituality also happen in lessons. Children in a Reception class were astonished to see tomatoes grown from seeds they had planted. In a science video on the solar system, junior pupils gasped when they learned that Jupiter was 14 thousand times the size of the earth.

40. The school's very good promotion of moral development works strongly in its behaviour policy. This sets out the principle that all pupils and adults respect and value one another equally. The staff provide good role models of care and consideration. In circle times, where pupils discuss issues and concerns, teachers listen carefully to what pupils have to say. Pupils understand clearly the difference between right and wrong. They are concerned when they see others behaving less than well. Teachers and assistants make effective use of praise, stickers, badges and mentions in assembly to celebrate good attitudes and behaviour. Each class works out its own rules to supplement the school rules, and displays these in the classroom.

41. The school's focus on friendship underpins its very good provision for pupils' social development. This is a constant theme in assemblies in the autumn term. In a Year 1 'circle time', a pupil suggested that one way to show friendship was to ask others if they are all right when they have fallen down in the playground. Pupils extend their sense of citizenship by working together on the school council. They suggested that it would help refugee pupils new to the school if there could be a 'quiet room' where they could sit at lunchtime. The school made a 'quiet room' available. Last Christmas, pupils took part in the 'Love in a Box' scheme for children in Eastern Europe. They collected a large number of shoe boxes filled with toys.

42. The school promotes pupils' cultural development very well. It features in several subjects, such as art and history. Pupils see displays of work by different artists from around the world. They routinely hear music from many different cultures in assemblies. In the week of the inspection, for example, the music came from South America, South Africa, the Middle East, Western classical composers and Andrew Lloyd Webber. The school's regular 'pen pal' link to a school in Ghana helps pupils appreciate children's lives in another country. Pupils enjoyed their arts project in the multicultural carnival in the streets of Tooting last term. They take part in the school's musical and dramatic productions with interest and enthusiasm. The school music club played with the London Symphony Orchestra at the Barbican. These activities give pupils a great deal of help in knowing and understanding the world in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues to provide the very good standard of care noted by the previous report. The health and safety policy is in line with local authority procedures and the school follows it closely. The premises manager checks the buildings each day, records items needing

attention and puts many defects right himself. With his regular team of cleaners, he keeps the building in very good, clean condition and helps to create a bright and pleasant learning environment for pupils and staff. The governors' premises committee carries out regular inspections for health and safety. Teaching staff follow the policy carefully. The school's very good procedures for child protection follow local authority guidelines. The deputy headteacher is the designated teacher for child protection. She has received full training. Teaching and non-teaching staff are aware of the requirements. First aid arrangements are outstanding. Fourteen members of staff have appropriate qualifications. There is a dedicated medical room.

44. The school monitors pupils' academic and personal development well. It provides good educational and personal support and guidance for pupils. This is an improvement since the previous inspection. The school has good procedures for monitoring personal development. Teachers know pupils well and have established very good relationships with their classes. The school sets a priority on helping all pupils to take a full part in activities both in class and at break times. In this, teachers receive effective support from the assistants. Annual reports to parents at the end of the year typically have 150 words on each pupil's personal development. Teachers comment individually on attitudes to learning, to other pupils and to adults.

45. The school provides good personal support for pupils. They respect the class rules and the very good policy for behaviour and discipline. They are eager to win praise, badges and stickers for good behaviour. At the pre-inspection meeting, parents said that their children are eager to win house points. Parents find that the home/school agreement has positive effects. A parent said that the school had been very supportive of her child, who had experienced difficulties over a two-year period. The school has good procedures to deter and resolve bullying. It encourages pupils to tell an adult when there is a problem. Pupils do this readily and naturally. During the inspection, there was a disagreement between four boys at the end of a lunchtime. They raised the matter when they came back into their class and the teacher arranged to talk it through with them at the end of the afternoon.

46. The school has very good procedures to promote regular attendance. Teachers take the registers correctly. The senior administrative officer uses the computerised system very effectively. She gives the headteacher regular totals of attendance in each class. She advises when a pupil is not attending regularly. Parents say that she contacts them very promptly if they have not sent the reason for absence. As a result, the level of unauthorised absence is very low. The school places emphasis on discouraging families from taking holidays in term time. This has been reduced in recent years. No pupil was away on holiday during the National Curriculum tests last term.

47. The warm, welcoming ethos of the school gives pupils with English as an additional language the security and confidence that greatly assist their learning. The celebration of its rich ethnic diversity is evident in vibrant and stimulating displays including aspects of Mexican life, replicas of Japanese art and a link with Takoradi, West Africa. Appropriate strategies are in place to raise the esteem of Black African Caribbean boys. Assessment procedures, however, are insufficiently developed. Although there are portfolios of work for individual pupils, there are no profiles to support and record pupils' development of language and not enough attention is paid to monitoring the level of their fluency in English. Targets are set in language proficiency as pupils move through the school but some of them are not specific enough.

48. There are very good arrangements for the induction of pupils new to the school, which include opportunities for children and their parents to visit the Nursery before starting school, a staggered entry over several weeks and flexible timings for pupils who need a gentler introduction to school. All of these help children to settle quickly into school life and to develop confidence in their new surroundings. Very good monitoring of children's personal and social development ensures that all adults soon know the children very well and are able to respond to their individual needs.

49. The school uses assessment data from teachers, national and internal tests to inform target-setting procedures in individual education plans for pupils with special educational needs at Key Stage 2. It is using assessments made on entry to school, particularly in the Nursery, and

during Key Stage 1 to enable early identification of pupils needing extra support. Overall, the use of assessment information to inform teachers' planning is satisfactory, though it is not effective in science, design and technology, geography, history and physical education.

50. At the time of the previous inspection, there were weaknesses in the school's assessment procedures and improving these became a key issue for the school to address. Since then good progress has been made. The systems that were in use have been improved, and additional procedures for assessing and recording pupils' progress have been developed. There is now a secure assessment and monitoring strategy in place. Some of the systems are still relatively new and, with the recent changes to key staff, are still working their way through the school. However, they provide a consistent approach throughout the school, which is helpful to new teachers.

51. Pupils' attainment is assessed at set times of the year through national and other standardised tests, and the results of these are analysed in detail to identify both individual pupils' strengths and weaknesses, and broader whole-school issues. However, this analysis is carried out mainly by the headteacher and the assessment co-ordinator, and core subject co-ordinators have not been sufficiently involved. The school is sensibly trying to rationalise the amount of assessment and recording that goes on to make it both manageable and as helpful as possible. The use of key learning objectives from guidance provided by the Qualifications and Curriculum Authority is currently being developed as a way of assessing and monitoring pupils' progress in other subjects.

52. Teachers keep individual records and profiles of pupils in their classes and co-ordinators for English, mathematics and science have developed folders of pupils' work, with examples of attainment at each National Curriculum level. These are helpfully annotated with the level achieved, but lack information about the context in which the work was done or details of the criteria used to make the judgement. Pupils' progress is being tracked, and modified as pupils move through the school and personal targets are being set. This is beginning to provide good quality information, which matches more closely the needs of the wide ability range found in all classes. The very good procedures in the Nursery and Reception, based on continuous observations and the recording of important information in children's profiles, help teachers to plan appropriate experiences for the children and set specific targets for them. Assessments carried out on entry to the Nursery, and at the beginning and end of the Reception year, are used effectively to monitor children's progress and influence teachers' planning.

53. There are still issues concerning the marking of pupils' work. Whilst there have been improvements in some aspects since the previous inspection, for example, all work is now marked regularly, not enough of the marking clearly identifies what pupils need to do to improve or sets them short-term targets for improvement. There are too many examples of marking that over-praises pupils' work where there has been little improvement over time. However, senior staff have identified this as an area for development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents have a good opinion of the school. Most parents agree that there is good teaching, the school has high expectations and their children like school. There were positive answers to most questions in the pre-inspection questionnaire. A significant minority expressed concern about homework and the information they receive about their children's progress. Several parents expressed concern that the school had not made adequate provision for children with special educational needs. The inspection's findings are that information on pupils' progress is at least satisfactory, and there are some particularly good features. The school has improved its procedures for homework, but it is still too early in the school year to judge how consistently the policy is working. This report deals elsewhere with provision for pupils with special educational needs. The overall judgement is that the provision is good.

55. The school has good links with parents. Parents at the pre-inspection meeting said that staff get to school early, and are available to meet them informally before school. They value the fact that the headteacher is in the playground most mornings. Large numbers of parents come to the school's music and dance productions. The parents' and teachers' association is very active

and successful in raising funds to provide extra facilities to support pupils' learning. Many events also give their children the chance to extend their organisational and social skills. Parents of pupils with special educational needs are appropriately involved in identifying their needs. They generally provide appropriate support and are involved in reviewing their child's progress.

56. The school has improved its links with parents from ethnic minorities and those who speak languages other than English. For example, it provides interpreters (often parent volunteers) for evenings such as the secondary transfer meetings for Year 6 pupils. It uses leaflets in Arabic, Bengali, Gujarati and Urdu but translation of induction booklets and newsletters is underdeveloped. The school does not give enough information to parents of pupils with English as an additional language to enable them to support their children at home. A highlight of the school year is its 'International Evening', when parents from many ethnic groups and cultures come together to share food and fellowship. Nevertheless, the school has identified communication with parents of pupils with English as an additional language as an urgent area for development and is already putting strategies in place to address this. The school is aware that it needs to extend its effort to include the whole community in all aspects of its partnership with parents. For example, although 47 parents came to the pre-inspection meeting, those present were not representative of the ethnic diversity of the school's population.

57. Information for parents is satisfactory. The prospectus is attractive and well presented. The school sends newsletters regularly. At the start of each half term, teachers send an outline of what their class will be learning. The annual reports to parents on their children's progress are of high quality. The format combines a description of what the class has studied, together with a detailed account of what the pupils know and can do. The reports lead on English, mathematics and science. They give far more coverage than usual of pupils' work in the other subjects. Parents come in for a progress meeting with the class teacher each November. The next formal meeting is to discuss the annual reports, and 96 per cent of parents came to this meeting last summer. There is no formal meeting for parents in the spring term, as seen in most schools, and a number of parents expressed concern about this. However, teachers make themselves available to parents throughout the year to discuss pupils' progress and there is an opportunity for parents of children in the Foundation Stage and Year 1 to meet with teachers in the spring term.

58. The school provides very good information for new parents. For example, parents of children due to join the Nursery receive informative booklets and are invited to attend introductory meetings and visit the Nursery with their children. There is very good communication with parents on a daily basis and parents are welcomed and encouraged to help their children settle in the early stages. Each week, parents are informed about what their children will be learning and are given advice on how to offer help and support at home.

59. Parents contribute well to their children's learning. Volunteers come in regularly to hear children read and help in the younger classes. The school keeps a register of volunteers with special skills and experience. Parents help with information and communication technology and one is at present developing a website for the school. A parent came in to help pupils in their study of Indian culture. Parents help with sporting activities and with visits. The school has improved its arrangements for homework this term. Junior pupils have a homework book which will enable them to see the teacher's comments. Year 5 and 6 pupils have a homework diary which specifies when the teacher sets homework and when the pupil has to bring it into school. The home reading programme for younger pupils is already well established. Many read regularly at home with their parents. Children in the Nursery were already taking books home, even though some came to school for the first time in the week of the inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The school's leadership and management are good, overall. The greatest strength is the very good leadership of the headteacher, which provides the school with a clear sense of purpose and direction and helps to maintain stability during times of upheaval. The headteacher's vision for the school is shared by governors and staff alike. She leads by example, working alongside and motivating teachers and working to build a cohesive staff team. A very good example of the headteacher's leadership skills was her calm and professional approach to

this inspection, which took place in the first full week of the new school year at a time when the school had lost five key staff members and had three temporary teachers and three newly qualified. The deputy headteacher provides very good support for the head and plays an equally effective and complementary role in leading and managing the school. The co-ordinators for the Foundation Stage and Key Stage 1 also provide good management in those areas. There is a strong team spirit amongst the staff, which ensures that its aims and values are implemented consistently. There is also a very clear focus on improvement and raising standards. The areas identified in the school development plan closely match those found by this inspection and strategies are already being put in place to address them.

61. The school has made a good improvement since it was last inspected in 1997. Standards achieved in national tests by seven year olds have risen, despite a marked increase in the proportion of pupils with special educational needs and those who speak English as an additional language over this period. The standards achieved by 11 year olds have fluctuated from year to year but show that pupils have achieved particularly well in English, where standards are still rising. The quality of teaching has improved in the Foundation Stage and at Key Stage 1, though it is lower at Key Stage 2 than it was four years ago. The school has recently experienced a high turnover of experienced teachers and now has a high proportion of less experienced and temporary teachers. This has particularly affected Key Stage 2. Several senior teachers, including the co-ordinators for English and mathematics, left at the end of the summer term 2001, mostly due to promotion. Many subject co-ordinators are relatively new to the post and some are 'caretaking' until permanent appointments can be made. Although the role of co-ordinators in monitoring teaching and learning had become more systematic and rigorous in English and mathematics since the last inspection, this process has been hindered by the high staff turnover. However, the systems and procedures are well established.

62. School development planning has improved and priorities are now carefully costed and linked closely to the budget. However, the priorities identified are still not focused clearly enough on raising standards and do not have specific criteria by which to measure how successful the action taken has been. Curricular planning has improved significantly, as have the procedures for assessing pupils' attainment and monitoring their progress. The school has a good capacity to continue to improve, despite current staffing difficulties, because of its high quality leadership and its effective shared commitment to improvement.

63. The governors, many of whom are new to the governing body since the last inspection, work closely with the headteacher and support the school well. They organise their activities efficiently through regular meetings of committees and are kept well informed about all developments. The governors' role in monitoring and evaluating the effectiveness of the school's provision has improved since the previous inspection. Governors make focused visits to the school, meet with co-ordinators to discuss issues and learn about new developments, and receive detailed reports from the headteacher and other staff. This gives them a good understanding of the school's strengths and weaknesses and helps them to play an effective part in shaping the future direction of the school. Governors have been particularly successful in bringing about improvements to the school buildings and grounds since the last inspection, which are now having a positive impact on the quality of pupils' learning.

64. There is rigorous monitoring of the quality of teaching and learning by the headteacher, who knows teachers well and provides very good support for them. In the previous school year, key co-ordinators were also involved in monitoring the quality of teaching and learning, particularly in English and mathematics. This led to the identification of priorities for improvement and the implementation of new strategies to raise standards in reading, writing, spelling and mathematics, which are already taking effect. The Key Stage 1 co-ordinator undertook a review of the curriculum for Years 1 and 2, which led to an effective restructuring of curricular planning in order to improve the coherence and continuity of pupils' learning. The co-ordinator for special educational needs carried out a review of the effectiveness of the school's provision for certain groups of pupils, which has also led to a modification of some aspects of the support for these pupils. The Foundation Stage co-ordinator monitored the provision for children in the Nursery

and Reception classes, which subsequently led to improvements in the organisation of the learning environment in the Nursery and curricular planning in Reception.

65. In 2000, the school gained accreditation for its self-review systems and procedures, and in 2001 it achieved 'Investors in People' status. These two initiatives reflect the school's commitment to improving its already good management practice. The school's systems for appraisal and managing teachers' performance are very good. In addition to the regular review of teachers' performance, in which each teacher, including the headteacher, sets clearly measurable targets for pupils' progress, the headteacher takes a professional interest in furthering each teacher's career, and helps them to acquire relevant and appropriate experience to prepare them for future posts of responsibility. The procedures for supporting new teachers are good and involve the headteacher and other staff in working alongside new teachers to assess and improve their practice.

66. The school budgets systematically for all expenditure and makes good strategic use of its resources. Specific grants are used appropriately to support pupils with special educational needs and those who are learning English as an additional language. The school's finances are monitored efficiently and governors are kept well informed about the budget throughout the year. There are clear links between the budget and the school development plan, expenditure is carefully monitored and its effect on pupils' achievements is evaluated by staff and governors. Governors are concerned to get the best possible value for money when making spending decisions and consult widely before making financial commitments. Recently, they renegotiated the contract for school cleaning, which has brought considerable benefits to the school.

67. The co-ordinator for special educational needs provides good management for this aspect of the school's provision. However, during the inspection in the first full week of term, her main involvement was in carrying out individual assessments, which involved spending disproportionate amounts of time with individual pupils. Once these assessments have been made, the school plans to ensure that her time is used more effectively and efficiently, both on a withdrawal basis and within the classroom setting. She is experienced, has attended a good number of valuable and relevant courses and keeps the required documentation in good order. The provision of teaching assistants is good and they give valuable support. Many are experienced, receive training within the school and some have taken external qualifications. There are rooms where pupils can be withdrawn to be taught individually or in groups but much support is given within classrooms. The three-storey building would not easily accommodate disabled access. The school has disabled toilet facilities in the Nursery. Resources for special educational needs in terms of books and materials are satisfactory. Specific information and communication technology software for developing basic skills is limited but is being extended.

68. The two teachers with responsibility for English as an additional language were appointed in May 2001 and are realistic about areas of provision, such as improved liaison with class teachers and increasing resources, which are insufficiently developed. A sound policy supports teaching and learning and the action plan contains appropriate targets. Resources are adequate but there are insufficient posters, videos and dual language labelling to convey to pupils how their home language can support their learning of English.

69. Staffing overall is satisfactory. The school has sufficient suitably qualified teachers. Five experienced teachers left the school at the end of the summer term. The school has successfully replaced them. The new teachers are less experienced, three being newly qualified and three from overseas. The previous report identified a weakness in teaching information and communication technology. There is now good expertise in this subject. The school has a good number of non-teaching staff who make an effective contribution to pupils' learning. This includes pupils with English as an additional language and those with special educational needs.

70. The school has good accommodation overall. Classrooms and halls in the original 1908 building are roomy. The school has adapted these areas to meet modern curricular needs. The computer suite and the music room are good examples. In contrast, the library is small for a school of this size, and the partitioning makes it seem even more cramped. A separate building provides a room for teaching design and technology. The Nursery is spacious and bright. Inside

and outside it is a high quality learning environment for very young children. There is an infant playground on one side of the school and a junior playground on the other. These are limited in size, but the school makes every effort to make the fullest possible use of them. Both have games markings. In the week of the inspection, a new all-weather playing area was taking shape in the junior playground. This will be open to other schools in the community. The school had already scheduled a soccer match for the following week.

71. Resources are good in most subjects. They are satisfactory in mathematics, design and technology, geography, history and information and communication technology. Resources for learning English as an additional language are satisfactory. The stock of books in the library is limited. Resources for all six areas of learning in the Foundation Stage are very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to continue to improve the quality of education provided by the school, the governors, headteacher and staff should:

1. Raise standards of attainment in science at both key stages by:

- improving the quality of teaching and learning in investigative and experimental science;
- providing more able pupils with suitably demanding work;

(Paragraphs 3, 5, 106-112)

2. Improve the role of subject co-ordinators by:*

- developing their monitoring of the quality of teaching and learning;
- improving the quality of their action plans, and the school development plan, to give a clearer focus on raising standards of achievement with measurable targets;

(Paragraphs 61, 126, 127, 132, 137, 147)

3. Improve the quality and effectiveness of teachers' marking to identify more clearly what pupils need to do to improve their work;*

(Paragraphs 16, 53, 99, 105, 122, 131)

4. Raise the attainment of those underachieving white and African-Caribbean boys identified by the school.*

(Paragraphs 16, 53, 99, 105, 122, 131)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

1. Review the withdrawal of pupils with special educational needs from lessons to ensure that their full and equal access to the whole curriculum is not compromised.

(Paragraph 32)

*** DENOTES ISSUES IDENTIFIED IN THE SCHOOL DEVELOPMENT PLAN**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	111
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	46	44	2	2	0
Percentage	0	15	41	40	2	2	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)	19	460
Number of full-time pupils known to be eligible for free school meals		103

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	2	115

English as an additional language	No of pupils
Number of pupils with English as an additional language	131
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence	%	Unauthorised absence	%
School data	6.0	School data	0.0

National comparative data	5.2
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National comparative data	0.5
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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)

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2000	27	30	57
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	19	17	21	
	Girls	24	24	27	
	Total	43	41	48	
Percentage of pupils at NC level 2 or above	School	75 (71)	72 (79)	84 (78)	
	National	83 (82)	84 (83)	90 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	17	21	21	
	Girls	25	26	25	
	Total	42	47	46	
Percentage of pupils at NC level 2 or above	School	74 (64)	82 (76)	81 (79)	
	National	84 (82)	88 (86)	88 (87)	

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

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

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		2000	29	30	59
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	18	19	22	
	Girls	22	23	27	
	Total	40	42	49	
Percentage of pupils at NC level 4 or above	School	68 (71)	71 (78)	83 (83)	
	National	75 (70)	72 (69)	85 (78)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	16	19	19	
	Girls	19	23	24	
	Total	35	42	43	

Percentage of pupils at NC level 4 or above	School	59 (76)	71 (68)	73 (79)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	30
Black – African heritage	29
Black – other	4
Indian	23
Pakistani	30
Bangladeshi	7
Chinese	0
White	336
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	24.2
Number of pupils per qualified teacher	19
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	344

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
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.

Financial information

Financial year	1999/00
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	£
Total income	1255073
Total expenditure	1210599
Expenditure per pupil	2293

Qualified teachers and support staff: Nursery

Total number of qualified teachers	2
Number of pupils per qualified teacher	9
Total number of education support staff	4
Total aggregate hours worked per week	88
Number of pupils per FTE adult	5

FTE means full-time equivalent.

Balance brought forward from previous year	14456
Balance carried forward to next year	58933

Recruitment of teachers

Number of teachers who left the school during the last two years	10.2
Number of teachers appointed to the school during the last two years	11.5

Total number of vacant teaching posts (FTE)	4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	527
Number of questionnaires returned	194

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	2	0
My child is making good progress in school.	52	38	6	3	1
Behaviour in the school is good.	49	45	2	1	3
My child gets the right amount of work to do at home.	24	47	20	5	4
The teaching is good.	52	41	4	1	2
I am kept well informed about how my child is getting on.	37	35	23	4	1
I would feel comfortable about approaching the school with questions or a problem.	67	23	7	2	1
The school expects my child to work hard and achieve his or her best.	48	35	9	1	7
The school works closely with parents.	43	40	13	3	1
The school is well led and managed.	66	31	1	1	1
The school is helping my child become mature and responsible.	54	37	3	2	4
The school provides an interesting range of activities outside lessons.	31	35	14	5	15

Other issues raised by parents

A number of parents expressed concerns about the provision for pupils with special educational needs, although many comments were directed at the Local Education Authority rather than the school. Some parents wrote in praise of the school's support for their child and were very satisfied with the school's provision for pupils with special educational needs.

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

73. Children are admitted into the Nursery in the autumn term following their third birthday, over a five or six week period. At the time of the inspection, 19 children were attending full-time; another seven full-time and 52 part-time children were due to start before half-term. The Nursery is well staffed with two full-time teachers, two qualified Nursery nurses and a primary helper, which ensures good levels of support and care for the children. Since the previous inspection, a major building programme has created a first rate purpose-built Nursery, with a covered outdoor area as well as an enclosed playground. The Nursery is very well equipped and resourced and offers a spacious and stimulating learning environment. From the Nursery, children move into the three Reception classes. These are smaller and only one has direct access to an outdoor play area, but the teachers make the very best use of the space available, and the classrooms are very well organised and resourced. Curricular planning for the Foundation Stage is excellent and provides continuity from Nursery to Reception and consistency between the three Reception classes. This ensures that children make a very smooth transition from one year to the next, which was evident in the way they had settled so quickly into new classes at the beginning of the school year. There has been a good improvement since the last inspection, both in the structure of the day in the Nursery, which is no longer fragmented, and in the assessment of children's capabilities on entry to the school, which now provides a sound basis for teachers' planning and for evaluating the children's progress.

74. The quality of teaching and learning for children in the Foundation Stage is very good, overall, and enables them to make very good progress in lessons. This is an improvement since the last inspection. Many children start school with poorly developed skills in speaking and listening, and a significant proportion speak English as an additional language. By the time they are ready to start in Year 1, the majority of children achieve well and attain the Early Learning Goals in mathematical development, knowledge and understanding of the world, creative development and physical development. The teachers place great emphasis on personal, social and emotional development, and, as a result, children exceed the goals in this area of learning. Although children make good progress in acquiring and developing communication, language and literacy skills during the Foundation Stage, they do not fully meet the Early Learning Goals. The standards children achieve are broadly similar to those seen at the time of the last inspection. However, at that time, standards in language and literacy were as expected by the age of five. Since that time, the proportion of children who speak English as an additional language has increased, which inevitably affects attainment in this area of learning.

Personal, social and emotional development

75. Many children enter the Nursery with immature skills in personal, social and emotional development. By the time they leave Reception, they are exceeding the Early Learning Goals in this area. This shows very good achievement and reflects the very skilful teaching in both the Nursery and Reception classes. Right from the start, adults organise a comprehensive settling-in programme in the Nursery and plan an environment that is accessible and welcoming to all children. They encourage children to cope with their own needs, but give them support where necessary. As a result, children quickly feel secure and confident in their new environment. They respond well to the routines and rhythms of the day and soon become accustomed to the layout of the different areas of the Nursery. Adults in the Reception classes build successfully on the very good foundations that are laid in the Nursery. It was particularly noticeable that children who had only had three full days in school before this inspection were happily settled in the Reception classes and were already familiar with routines and classroom organisation. Throughout the Foundation Stage, adults find every opportunity to establish constructive relationships with the children and to give positive encouragement to them. As a result, children form good relationships with each other and with adults and they work or play together in harmony.

76. All sessions in both Nursery and Reception classes offered children the opportunity to take part in activities that were initiated by the adults and also to choose what they would like to do from a very well planned and organised selection. This develops the children's independence very effectively. The activities and experiences provided encouraged children to develop good social skills. A number involved turn-taking in games or co-operative play, sharing resources and collaborative role-play, as when children in the Nursery played together in the baker's shop. By the time they are in the Reception class, children persist at their chosen activities for some time and sustain concentration well. Children in the Nursery show curiosity and have a positive attitude to new experiences, whilst those in Reception are interested, motivated to learn and confident to try out new activities. Adults encourage children to be independent in dressing and managing their personal hygiene and show them clearly what is expected of them in their behaviour and relationships with others. This creates a calm and purposeful learning environment in every classroom, which is a key factor in the very good provision for children in the Foundation Stage.

Communication, language and literacy

77. Very good teaching enables children to achieve well in this area of learning, particularly given the low attainment of many when they enter the school. By the end of the Reception year, children have attained many of the goals in this area of learning, but attainment overall is below average. Speaking and listening skills develop well, though some children do not attend to and take account of what others have to say sufficiently. Children who are learning English as an additional language make good progress as a result of the well-focused support they receive. Children enjoy listening to stories and do so with increasing attention and recall. They describe the main events and characters and enjoy making up their own stories. In both Nursery and Reception classes, children extend their vocabulary through frequent conversations with adults, who are skilful in questioning and discussing with them what they are doing. Adults provide many opportunities for children to develop a love of books and reading. In the Nursery, they often sit with a small group of children, sharing books and talking about the pictures in them. In Reception, teachers plan opportunities carefully to share books with individual children, to record their responses and plan future learning experiences. As a result, children enjoy books, handle them carefully and discuss the characters and events in them. In one lesson, children pointed at the writing and pictures as they discussed books with the teacher, showing that they were using the pictures to work out what was happening. Teachers are very good at showing children how to read with expression, as when a Reception teacher read *Q Pootle 5* to a group who were captivated by it. In another lesson, the teacher helped children to develop their knowledge of rhyming words by reading a rhyme with them and encouraging them to predict what the rhyming words might be.

78. Although children make good progress in developing writing skills and using their knowledge of sounds and letters, they do not meet the Early Learning Goals in this aspect. Teachers provide a very good range of opportunities for children to write for different purposes, as when Nursery children make marks to represent a shopping list and Reception children write invitations to a Teddies' tea party. By the end of the Reception year, children hear and say the first and last sounds in some word and link sounds to letters. Teachers use a very good range of strategies to help children learn sounds, and focus appropriately on selected sounds each week. In a Reception class lesson, the teacher encouraged pupils to make the sounds repeatedly and to think of words that began with them. Most children develop good pencil control because they are taught how to hold a pencil correctly in order to form recognisable letters. Adults show children how to write through frequent demonstrations and provide writing areas which encourage children to write unaided and improve their skills.

Mathematical development

79. Very good teaching in this area of learning enables children to achieve well and reach the Early Learning Goals for mathematics by the end of the Reception year. Children say and use number names in the correct order and count up to ten objects. They recognise and name a circle, square, rectangle and triangle and use words such as 'behind' and 'under' to describe the

position of an object. Teachers plan very effectively to develop children's mathematical knowledge and understanding as part of everyday activities, and this makes learning relevant and meaningful for the children. They use stories and rhymes to develop understanding of number, as when children in the Nursery sang *Five currant buns in a baker's shop*. Teachers use games involving dice to help children recognise a pattern and to develop counting skills. For example, children in a Reception class threw a dice and moved their dinosaur along a track by counting spaces. Adults participate in children's play and encourage them to use the language of number, as when Nursery children were asked how many buns were in their basket. Teachers encourage children to estimate. In a Reception class, children had to 'grab a handful of play people' and estimate how many they were holding. All teachers make sure that numerals are clearly displayed in classrooms and give children many opportunities to say and recognise them.

80. Teachers also provide children with experiences to develop their understanding of size, shape and measure. In the Nursery, children used rods of different lengths to make towers and compare them. Teachers asked children which was taller or shorter, developing their mathematical vocabulary. Children develop an early understanding of capacity as they fill differently sized bottles, pots and pans with sand or water and empty one into another. Children in Reception sort plastic bears into groups by size and colour, and use cubes to build a tower the same height as a toy dinosaur. When adults interact with children to develop learning, children progress very well. On a few occasions when children attempt mathematical activities unaided, they simply play with the equipment provided and do not achieve the intended learning.

Knowledge and understanding of the world

81. Skilful teaching helps the children to achieve well in this area of learning and reach the Early Learning Goals by the end of the Reception year. There is a very good emphasis on developing children's interest and curiosity in both the Nursery and Reception, where teachers provide a very stimulating and attractive learning environment and a very good range of resources. Teachers give plenty of time for well-structured exploratory play, as when children in the Nursery mixed cornflour and water and investigated what happened and how it felt. Children in Reception explored what had happened in the garden over the summer holiday and observed the sunflowers that had grown. They discussed the features they liked or disliked in the playground and went on to design and make a model of a playground, working in small groups to decide which features should be included. The outside play area in the Nursery provides a wealth of opportunities for children to explore their environment. Some observed how the fence changed colour when they painted it with soapy water and others were intrigued by the speaking tubes that allowed them to hear sounds travel over a distance. Teachers plan opportunities for children to use their senses to observe and comment on changes, as when Reception children mixed flour, sand, water, colouring and flavouring and discussed the mixture's appearance, texture and smell.

82. Teachers encourage children to build and construct with a wide range of appropriate resources. Children in the Nursery worked together using large wooden blocks to build a cave and were set the challenge of how to make a roof for it. They spread butter and jam on bread to make a heart-shaped jam sandwich after listening to *The Queen of Hearts*. Teachers in both the Nursery and Reception help children to become aware of technology around them through role-play. Well-equipped role-play areas provide opportunities to use telephones, calculators and cash registers, and 'listening areas' have tape recorders that children learn to operate independently in order to listen to stories on headphones. Children in the Reception classes click on icons and use the mouse confidently to create a picture on the computer using a paint program. There are many occasions when children use computers independently.

Physical development

83. Children reach the goals set for their physical development by the end of the Reception year. The imaginative development of the outdoor play area for the Nursery has been a major factor in helping children to achieve well in this area of learning. The very good quality of teaching ensures that children benefit from a wide range of experiences that promote the development of co-ordination, control and manipulative skills. Children in the Nursery throw bean

bags at targets with increasing accuracy, ride tricycles with confidence and control, and clamber on and through climbing equipment, improving their balancing skills. By the end of Reception, children have developed a good awareness of space and the needs of those around them. Children in Reception have fewer opportunities to use the outdoor play area as a natural extension to the classroom, as only one class has direct access to it. However, teachers ensure that children have regular, planned access to the area and make good use of the adventure playground to develop children's confidence in climbing, balancing and jumping on larger apparatus. In a lesson in the hall, Reception children moved freely in different ways, such as jumping and moving with 'giant steps'. They showed enjoyment as they imitated the movements of different animals.

84. Teachers in the Nursery and Reception plan a very good range of activities to improve children's manipulative skills. Children handle a variety of tools, objects, malleable materials and construction equipment. In the Nursery, some children used rolling pins and cutters to roll out dough and make gingerbread men. They used knives carefully to spread butter and jam on bread. Children demonstrated good co-ordination when digging in sand and handled small and large construction equipment competently. In Reception, children threaded needles carefully in and out of material and used scissors, glue spreaders and clay tools with sound levels of control. They built a bridge for the 'Three Billy Goats Gruff' from a construction kit, fitting the pieces together carefully. Teachers place very good emphasis on teaching good pencil control and cutting skills and give children plenty of opportunity to improve their manual dexterity in other ways, such as using the computer and manipulating 'small world' figures and models.

Creative development

85. Children meet the expectations of the Early Learning Goals for creative development by the end of the Reception year, having had a rich variety of experiences throughout the Foundation Stage. They achieve well as a result of skilful teaching. In the children's early days in the Nursery, there is a significant emphasis on imaginative play. Adults support this very effectively by modelling play for children and responding to their ideas, which stimulates the children's imagination. In the Nursery, a teacher participated in imaginative play with a child in the outdoor area, using pretend tools to 'repair' a broken tricycle. The Reception classes have clearly designated, well-equipped areas for role-play, such as a newsagent's shop, a post office and a jeweller's shop, and children frequently engage in imaginative play either alone or in small groups. However, in these classes, fewer instances were seen of adults helping to extend children's learning through involvement in their play.

86. Throughout the Foundation Stage, teachers give children opportunities to draw, paint, print and make collages, experimenting with colour, texture and shape. In Reception, teachers develop children's drawing skills well and, in one lesson, encouraged them to observe carefully when drawing a pineapple. In another lesson, children selected from fabric, crepe paper, foil and a wide range of decorative accessories to make bracelets and necklaces. The teacher modified this activity to reflect some boys' interests more closely by giving them the option to make Buzz Lightyear's control panel bracelet. Teachers also help children to appreciate music and learn how to create their own. Children in the Nursery join in with favourite songs and rhymes, and those in Reception build up a considerable repertoire of songs they know well. In one lesson in Reception, the assistant enabled groups of children to explore percussion instruments, comparing the sounds they made and using words such as 'louder' and 'quieter' to develop children's vocabulary. The children participated with enthusiasm in singing action songs and accompanied their singing of *Frere Jacques* with selected instruments.

ENGLISH

87. Many children enter the school at well below average levels in communication, language and literacy. They achieve consistently well and overall standards in English are below average in Year 2 and average in Year 6. This judgement is the same as that of the previous inspection in 1997 in Year 6 but appears to show a decline in standards in Year 2, which were then reported to be average. However, the national tests and assessment results in that year were well below average in reading and writing. Standards in Key Stage 1 have actually risen as a result of the

improved quality of teaching at this key stage, which was sound at the last inspection and is now good. The school exceeded its targets in English in 2001 but its target of 70 per cent of pupils to reach Level 4 and above in 2002 is realistic in view of the higher number of pupils with special educational needs in the present Year 6 group. Pupils with special educational needs and those with English as an additional language achieve well, compared with their earlier attainment, as a result of sensitive focused support and good liaison with class teachers. The school has identified underachievement in English by some white and African Caribbean boys and is tracking their progress. No differences in attainment between other ethnic groups or boys and girls were noted during the inspection.

88. The school has introduced a Literacy Development Group to keep pupils' standards and progress under review. This has proved to be a successful management strategy as the working group has reintroduced individual reading and has identified the need, especially at Key Stage 2, to allocate time for the improvement of pupils' skills in extended writing. Spelling has now, appropriately, become an intensive focus for development. The analysis of pupils' work showed that, even in the writing of more able pupils in Year 6, spelling is weak. In addition, common words were left uncorrected over periods of time so that pupils became accustomed to spelling them inaccurately. During the inspection, it was noticed that some teachers were careless about their own spelling which did not provide pupils with models of good practice. Pupils are now being taught to identify common spelling patterns, recognise words within words and learn spelling rules, but it is too early to gauge the success of this initiative.

89. In Year 2, standards in speaking and listening are below average. In the previous inspection, pupils were described as being articulate and confident. However, the number of pupils in the school with English as an additional language is now 30 per cent compared with 18 per cent at the time of the previous inspection. This is an important factor as many pupils enter the school with a low level of confidence and skills in spoken language. In general, pupils are careful and responsive listeners who take a keen interest in stories, rhymes and explanations. Some pupils speak clearly and offer ideas and relevant information in well-formed sentences but others cannot develop their responses without prompting and support. Teachers do not sufficiently encourage less confident pupils to take an active part in discussion so that opportunities to develop speaking skills are lost. In a Year 1 writer's workshop, the teacher gained the rapt attention of her pupils by the imaginative use of resources and asked, "What do dinosaurs dream about?" Many hands shot up but she did not harness this enthusiasm and inappropriately curtailed the activity. A fine opportunity to develop adventurous vocabulary and expand pupils' imaginations was lost.

90. In Year 6, standards in speaking and listening are average. Most pupils listen attentively and are developing ideas thoughtfully, but speaking skills are variable. More able pupils are able to give detailed answers and discuss their feelings with maturity, but some pupils have a limited range of vocabulary which prevents them from expressing themselves clearly and coherently. This lack of confidence in speaking was evident in a Key Stage 2 work share assembly, the first of the year, where, in spite of the supportive environment, most pupils presented their work diffidently. However, other pupils continued to listen appreciatively although the voices of the speakers were barely audible. Drama is well developed across the school and pupils grow in confidence through participation in school performances. Under the enthusiastic guidance of their specialist teacher, Year 4 pupils with English as an additional language displayed a talent for drama when they gave a stylish performance of *The Working Children* for the rest of their class.

91. Pupils' reading skills are average in Year 2 and Year 6. This is the same judgement as in the 1997 inspection. Throughout the school, pupils' obvious enjoyment of books is a strength of their learning. "I love it!" exclaimed one Year 2 pupil happily. In all year groups, pupils discuss their books, showing considerable interest in the characters they encounter in their reading. Most pupils in Key Stage 1 read simple texts accurately and fluently and have a range of appropriate techniques to help them. Some are becoming aware of how to find information books in the library. More able pupils are developing suitable independence and can make simple and correct observations about their reading. Less able pupils often read their texts well but they do not understand the context and cannot relate the events in the story. Pupils' love of books was

captured in a lesson based on the shared text *The Gruffalo* in Year 2. By her dramatic reading, the teacher skilfully built up an air of tension so that pupils gasped in horror when they finally saw the Gruffalo and one cried out "It's true!"

92. In Year 6, pupils are keen to read with lively expression and many are aware of how the quality of the voice and clear enunciation can affect the enjoyment of the listener. More able pupils are independent and reflective readers who can refer to the text to sustain their point of view and identify features of style. However, they are not always challenged by the books that they read. Most pupils read with growing accuracy and confidence and have a satisfactory understanding of characters, events and ideas. Less able pupils generally use their knowledge of sounds appropriately, although some make frequent guesses, but they are unable to explain their preferences or reflect upon their reading. Research and referencing skills are well developed across the key stage.

93. Standards in writing are below average in Year 2. Many pupils have a growing awareness of the structure of a story and can write simple instructions and recipes. More able pupils use an increasing range of vocabulary effectively to give interest and excitement to their stories. The work of less able pupils conveys meaning but simple words are not always spelt correctly. Year 2 pupils' enjoyment in experimenting with language was evident in their work on 'Revolting Recipes' when they devised a menu starting with 'snake soup' on to 'spicy spider' or 'roasted fox' and a dessert of 'crocodile crumble'. In general, their handwriting is clearly shaped and consistent in size although some have a poor pencil grip. Many have a sound understanding of the importance of capital letters and full stops. Already, pupils are beginning to take a pride in the presentation of their work.

94. In Year 6, standards are average in writing and pupils tackle a broad range of styles. Many pupils show increasing confidence in organising their ideas in interesting and creative ways. More able pupils are developing a strong individual style and average pupils draw from a growing range of interesting vocabulary and write in well-developed sentences. A few pupils use a limited number of words, show little imagination in their writing and find it difficult to extend ideas. In a Year 6 lesson based on the witches' scene from *Macbeth*, more able pupils displayed their fascination with, and enjoyment of, archaic words, such as 'hedgepig', 'chaudron' and 'brinded', while others embellished their descriptions of the witches' cavern with vivid images. However, in some cases, output was small and the pace of work did not match the ability of the pupils. In general, more able pupils receive an adequate degree of challenge, which is an improvement on the 1997 inspection. Pupils are regularly using techniques such as planning, editing and drafting to improve the quality of their work. Punctuation and grammar are generally accurate and handwriting is well-established, fluent and mostly neat and legible. Information and communication technology is used satisfactorily to develop word processing and editing skills, which was not the case in the previous inspection.

95. Standards in literacy are the same as those found in English and literacy skills are well developed across the curriculum. Younger pupils have made crocodiles in art and design inspired by their reading of *The Crocodile Tea* in the literacy hour. In good links with information and communication technology, older pupils have written about their computer adventures and have edited and decorated text. In history, pupils write diaries and look at events from different historical perspectives, and in music, Year 6 pupils improvise sounds to reflect the mood and atmosphere of the witches' cavern.

96. The quality of teaching and learning is good at Key Stage 1 and satisfactory at Key Stage 2. This judgement is also based on the analysis of the previous year's work in which teaching and learning were good at both key stages. In the previous inspection, teaching was sound at Key Stage 1 and good at Key Stage 2. This is because there have been many changes of teacher over the past four years. Teachers' positive and skilful management of pupils helps them to feel relaxed and confident to try out new ideas as mistakes are used sensitively as teaching points. A Year 3 teacher enabled all pupils to contribute well at their own level and involved them actively in their own learning in a brisk spelling and punctuation game. Similarly, a Year 6 teacher drew skilfully on her easy rapport with her pupils to draw out their expressive and personal

responses as they described how the stormy weather outside the witches' cavern in *Macbeth* mirrored the scene within. Teachers also use open ended and targeted questions appropriately to extend ideas and language. "How are you going to describe...?" asked a Year 2 teacher as pupils labelled features of the Gruffalo and talked about descriptions like 'purple prickles'. In Year 6, astute questioning by the support teacher enabled pupils to understand how a prefix can alter the meaning of a word. Teachers are also unafraid to introduce a note of humour into their lessons, which promotes learning well. In Year 1, the support teacher acted out the part of a bear to encourage pupils' use of descriptive language. A Year 5 teacher asked pupils to make up similes about her, and was flattered by their efforts, so that learning became relevant and enjoyable. Throughout the school, teachers' calm, efficient manner and good planning mean that, even at this early stage of the term, pupils are well aware of routines and procedures. Consequently, they settle quickly and cheerfully to activities so that no time for learning is lost.

97. In some classes, especially at Key Stage 1, teachers' clear and expressive reading of the text acts as a good model for pupils but others lack appropriate techniques. In a Year 6 lesson, the teacher read the witches' incantation from *Macbeth* in flat and uninspiring tones, which made this famous passage lifeless for the pupils and did not enable them to enjoy the richness and variety of Shakespeare's language. A Year 4 teacher's low expectations of the quality of work and monotonous reading of *The Working Children* led to a lacklustre performance by pupils. Some teachers do not have successful strategies for ensuring that all pupils are actively engaged in learning and allow more confident and articulate pupils to dominate the lesson. This happened in a Year 2 lesson when some pupils became passive observers during a discussion about the Gruffalo menu of 'scrambled snake' and 'boiled turtle' so that opportunities for extending speaking skills and developing an awareness of language were lost. Some lessons lack pace and vitality so that pupils, who generally are keen and motivated learners, lose interest and concentration as the lesson progresses.

98. A lively pace and a good level of challenge maintained the momentum of a Year 5 lesson on similes, which illustrated many of the strengths of teaching and learning across the school. By her thoughtful reading of 'The Writer of this Poem', the teacher skilfully introduced pupils to the idea of being bold and imaginative in devising their own similes. Dramatic and colourful pictures of mythical creatures were also used effectively as a creative stimulus. At first, pupils produced conventional ideas – 'as tall as a tree', 'as red as blood' – but the teacher pitched questions well and encouraged them to be more imaginative in their responses. Spurred on by her enthusiasm, pupils started to show greater originality in their choice of words – 'claws as sharp as a vampire's teeth', 'as fast as a cheetah free and wild', 'toes pointed like a sharpened pencil'. They showed pride in their work as they had risen to the challenge set by stimulating, confident and enjoyable teaching.

99. The curriculum in English is broad and balanced and meets the requirements of the National Curriculum. The National Literacy Strategy is firmly embedded in the school's practice and is being tailored to meet its changing needs. It is being supplemented by the Early Literacy Support and Additional Literacy programmes. The subject is being satisfactorily led by the deputy headteacher in her caretaker role. She has a sound overview of the subject as a result of her leadership of the Literacy Development Group. Targets for development detailed in the subject action plan are appropriate. The headteacher and deputy headteacher monitor planning and pupils' work and carry out regular classroom observations. In general, assessment procedures are good although marking of pupils' books is poor. It is often effusive in its praise of mediocre work – 'a lovely letter', 'wonderful work today!' – and does not give constructive comments on how pupils can improve their writing. Pupils have appropriate targets to give them responsibility for their own learning but some are not specific enough. Teaching assistants are not always deployed efficiently at the beginning of lessons although they generally give good support in group work. Resources are satisfactory and book corners have an appropriate range of fiction. This is an improvement since the previous inspection. However, although the library contains an adequate supply of books, it is not attractively laid out and is not an interesting or exciting environment for pupils to browse and enjoy reading. The subject is enhanced by National Poetry Day, World Book Day, Arts Week, a drama specialist and visits from theatre groups. English

makes a good contribution to pupils' spiritual, moral, social and cultural development as when they contribute their poems 'The Drums of Peace' to a published anthology, learn about different cultural traditions in literature and talk about environmental issues based on *Deep in a Rainforest*. Eye-catching and lively displays, such as Carnival poems and writing inspired by Ancient Greek myths give pupils a sense of pride and show that their work is valued.

MATHEMATICS

100. Pupils in Year 2 attain average standards in numeracy and all other areas of the mathematics curriculum. This finding is similar to that of the previous inspection but an improvement on the results of the national tests in 2000. This reflects the successful implementation of the National Numeracy Strategy. The inspection's evidence indicates that the current Year 2 is on line to maintain the improvement in standards seen in the previous year. All pupils, including those with special educational needs and those with English as an additional language, achieve well at this key stage and reach satisfactory standards.

101. In Year 6 standards are average. The standards achieved in Year 6 are similar to those seen in the last inspection. This is an improvement on the results of the national end of key stage tests in 2000. Analysis of the school's results for the Year 6 national tests shows an erratic picture since 1996. However, the school has continued to set realistic targets. The school has identified that African Caribbean boys do less well than other groups of pupils and is putting appropriate strategies in place to address this. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress at this key stage.

102. The quality of teaching and learning is good at Key Stage 1. This is an improvement on the previous inspection when it was satisfactory. Teachers plan their work in line with the National Numeracy Strategy and lessons are well structured. The teachers provide good mental warm-up sessions and pupils are keen to answer. When pupils are engaged in activities, they concentrate and work well. Pupils use appropriate mathematical vocabulary and, in Year 1, count reliably to 20, extending this in Year 2 as they describe and extend number sentences using addition and subtraction. They count forwards and backwards in ones and tens and extend their mathematical vocabulary. Work from the previous year shows that almost all pupils work at an appropriate level for their age, with extension work for those capable of higher attainment. In Year 1, pupils know the days of the week, add numbers within ten, sort and classify data and record the results in a graph. They know the basic two and three-dimensional shapes and describe their properties. In Year 2, pupils have a sound understanding of place value, and of halves and quarters. They show sound skills in doubling and halving numbers, extend their knowledge of shapes and tell the time using both digital and analogue clocks. They collect a variety of data and represent it in chart and graph forms.

103. The quality of teaching and learning is satisfactory at Key Stage 2 and pupils generally make steady progress appropriate to their abilities and age. This is similar to the findings of the previous inspection. In the lessons observed, pupils were taught well the need to put the larger number first in solving problems using subtraction and worked on doubles and near doubles. Year 4 pupils consolidated the relationship between addition and subtraction. They used halving and doubling and worked out money problems in 'McShane's Café'. In a Year 5 lesson, pupils were well taught and made good progress in rounding, approximating and estimating using miles to the nearest hundred and thousand. In Year 6, pupils showed sound understanding of the principles associated with multiplication. Analysis of the pupils' work from the previous year showed that pupils in last year's Year 6 worked at levels relevant to their age or capabilities. They used efficient written methods for computation, such as short multiplication and division, and above average pupils were able to do long multiplication and division. Pupils worked at an appropriate level with fractions and percentages and used this knowledge to work out every day problems. They showed an appropriate level of understanding of regular shapes and their properties and found the areas of parallelograms. The pupils measured angles accurately using appropriate language to describe them. They used and applied their knowledge of decimals to convert currencies and measured accurately for length, capacity and temperature. The pupils

worked with scale and ratio. They gathered data and displayed it in a range of charts and graphs, for example, in investigating the times and distances of ferries and hovercraft.

104. Teachers at both key stages are secure in their understanding of the National Numeracy Strategy and they apply it effectively. Shared year group planning supports new teachers and those from overseas. Across the school, teachers generally show good management of the whole class and groups, and work is appropriately matched to pupils' needs. Pupils feel safe and are confident to explain their mathematical reasoning and are keen to answer mental questions. Teachers explain what pupils are going to learn and pupils know what is expected of them. Numeracy is appropriately used across the curriculum. In science, pupils use accurately a range of measurements, collect data from their investigations and display them in a range of graphs. Measuring skills are used appropriately in technology. Pupils use time lines in history and make good use of mathematical skills in map work in geography. Computers are used appropriately in all classes to support both the development of mathematical skills and to consolidate pupils' knowledge and skills in information and communication technology. In specific information and communication technology lessons, teachers taught well a range of mathematical skills. In Year 2, pupils made good progress in writing directional commands to control a programmable toy, and in Year 4, they built on this by giving commands to draw a square and a triangle using a computer program. Pupils in Year 5 worked with a database and, in Year 6, they learned how to set up and use a spreadsheet to display and model a Youth Club Account.

105. The subject has clearly been well managed and the headteacher and the deputy headteacher are overseeing the subject until a new co-ordinator is appointed. Assessment of work and the analysis of other assessment data are now used well to identify areas for development and to ensure that pupils with special educational needs are identified and supported. There has been good training for teachers who feel confident and skilled in teaching the subject. Marking is conscientiously completed. It gives praise and encouragement but is not always sufficiently evaluative. For the last four years, the school has been part of the Leverhulme Research Project, set up to monitor the effectiveness of the Numeracy Strategy nationally. The school has found this helpful in tracking rising standards and using its researchers as part of its training programme. National Curriculum requirements in the subject are met.

SCIENCE

106. Pupils' attainment in Year 2 and Year 6 is below the national average. At the time of the previous inspection, this was judged to be in line with national expectations and over time has generally been at or above the national average. For 11 year-olds, standards dropped in 2000 in the national tests. Nevertheless, between the ages of seven and 11, pupils make satisfactory progress and attainment by the age of 11 is in line with that of similar schools. Unvalidated results for 11 year-olds in national tests in 2001 show a similar level of attainment, although the standards for seven year olds have improved. One aspect that is lowering the overall standard at 11 is the relatively low proportion of pupils achieving the higher level 5 in the tests. Only a quarter of the pupils are achieving level 5 in comparison with the national average of just over one third. However, the proportion of pupils achieving Level 4 was in line with the national average.

107. Discussions with pupils in lessons and an analysis of their previous work across the school reflect these standards. However, it is difficult to gain a clear evaluation of standards from pupils' previous work because of the way it is recorded. In many classes, there is a heavy reliance on photocopied worksheets, which are either the same for all pupils, or insufficiently different in challenge for pupils of varied attainment. Where pupils write directly into their books, again, much of this is common to all pupils – copied either from worksheets or teachers' writing on the board. This lack of appropriately matched work, particularly for the higher attaining pupils, is one of the reasons behind the low number of pupils achieving the higher levels by the time they are 11. This was also a weakness identified in the previous inspection report. As well as the higher attainers, the provision for pupils with special educational needs or for those with English as an additional language is not always being addressed appropriately, although most progress at a

similar rate to other pupils. However, the structure provided by some of the worksheets provides them with valuable support.

108. The pupils in Year 2 have a sound knowledge of electricity in the home and are able to identify where different appliances are to be found. They also are aware of the dangers of bringing electricity and water together. For example, when recording their understanding of this in a lesson, they did not place any portable appliances in the bathroom in their house diagram and could explain why. In Year 1, the pupils are beginning to understand the basic facts about humans as living organisms.

109. The pupils in Year 6 are developing an understanding of life processes through studying growth and food chains. Work on materials and forces covers such things as gravity and magnetism, and electrical circuits. Pupils demonstrate their understanding of these through the accurate use of symbols to represent circuits showing batteries, switches and bulbs. In the lessons seen, pupils were studying the effects of exercise on pulse rate. While they were able to find their pulse, count and record their pulse rate, the lesson was highly structured by the teachers. There was no opportunity for the pupils to devise their own investigation, plan their own methods of measuring and recording, or develop their skills. Neither was there sufficient opportunity for any discussion on their findings or conclusions at the end of the lesson to draw this together.

110. Teaching is generally satisfactory across the school, but there are a number of common weaknesses that have an impact on pupils' learning and progress. In most classes, pupils carry out practical work, but rarely is this truly investigative or experimental science. Too often, the teacher gives the content, apparatus, method, and conclusions. This is another factor that reduces the achievements of the higher attaining pupils in particular. Although they have a generally sound knowledge of facts, pupils' understanding of scientific concepts is underdeveloped. Teachers are not building sufficiently on the very good behaviour and attitudes of the pupils. They have, through their good classroom management skills, created the ideal conditions for scientific development but, in many instances, are failing to use this effectively.

111. Where teachers are developing experimental approaches to science, pupils are enthusiastic. Whilst teachers' inexperience in managing the class sometimes makes the lessons less effective, the pupils are beginning to get a valuable insight into true science. A good example of investigative science was seen in a Year 3 class, exploring the effect of gravity as a force. A good introduction with well thought out questions set the scene well for the pupils. Good planning and preparation of materials meant that the pupils worked enthusiastically and co-operated well in pairs, discussing what they were doing and agreeing their findings. Good questioning by the teacher after the investigation drew the different strands together and gave a good check on the pupils' understanding, including giving sufficient time for pupils with special educational needs to think and compose their answers before replying. During this lesson, the learning support assistant gave valuable help to pupils with special educational needs, which improved their learning.

112. Resources are good and the subject meets statutory requirements. The curriculum has been well constructed to provide a good range of coverage across all aspects, although the attainment target relating to investigative and experimental science (AT 1) is underdeveloped. For pupils in Year 6, however, the emphasis on revision, even at this early part of the year, restricts their progress. Appropriate links are made with other subjects, for example, mathematics, where pupils use tables to record information and can display this as a graph. Although they also generate graphs using a computer, less use is made of information and communication technology for recording and logging data or results. The co-ordinator has only been in post for one year and is still developing the subject. The status of science in the school will receive a boost when it becomes the curriculum focus for this year. However, whilst there are strengths in the subject, there is insufficient emphasis on monitoring pupils' work and the quality of teaching to identify and address areas for development.

ART AND DESIGN

113. Standards in art in Year 2 and Year 6 are above average for pupils of this age. These good standards have been maintained since the previous inspection. Good quality teaching and a well-planned curriculum mean that pupils achieve very well as they move through the school. This is the same for all pupils, including those with special educational needs or English as an additional language.

114. Art has a high profile throughout the school and is given appropriate emphasis in displays, which cover a wide range of artistic styles and subjects. With the inspection taking place during the first full week of term, there was little on display in individual classrooms. However, the range and quality of work on display in the public areas of the school were very good. These included work in various styles, including Japanese ink and wash pictures, contemporary art in the style of Chris Ofili, and many links with other subjects such as English, history and information and communication technology, where pupils used a computer program to create well executed abstract pictures in the style of Mondrian. The subject is used well to enhance pupils' cultural development through exploring contemporary art, historical art, for example, the Aztecs and Ancient Egyptians, and African art through batik printing.

115. There are particular strengths in observational drawing, with good examples of high quality sketches and drawings by pupils in Year 1 and 2. A Year 2 lesson on drawing and colouring portraits illustrated this well. The careful guidance given by the teacher and the learning support assistant was effective in improving the progress pupils made and the quality of their work. Good questioning, for example, "Does the hair really just go across the top of her head?" ensured that pupils looked carefully at the fine detail of their sketches. Similar skills were seen in a Year 3 lesson, this time self-portraits, where pupils were encouraged to look closely in their mirrors and take their time, observing and thinking carefully about what they were producing.

116. Teaching and learning are good at both Key Stage 1 and Key Stage 2. Teachers are confident in their own ability to demonstrate the techniques pupils are learning. A Year 5 lesson on drawing fruit not only focused on the main subject of the picture and its texture, but the teacher also taught the importance of depth and perspective. Pupils in a Year 6 lesson created a series of sketches as a way of developing their skills in preparation for producing a complete picture. The teacher's enthusiasm and ability to question pupils about their work and make suggestions for improvement ensured that pupils were highly motivated, applied themselves to the task, and concentrated well over a long period of time. This good level of concentration and application by the pupils was a characteristic of all of the lessons seen.

117. Other evidence from folders of pupils' work or photographs shows a wide coverage of techniques and approaches, from pencil drawing and painting to pottery and papier mâché. Pupils' sketchbooks and folders of work clearly show how pupils' skills develop over time. However, not all teachers use the sketchbooks in the way they are intended to be used and some contain only finished pieces of work rather than practice pieces aimed at improving pupils' technique.

118. Good whole school planning by a knowledgeable co-ordinator ensures that pupils develop their skills effectively as they progress through the school. Whilst there are few opportunities for the co-ordinator to observe teachers or pupils in the classroom, samples of pupils' work are collected and assessed and advice is offered to, and often sought by, teachers where it is needed. The only significant area for further development is in painting where there are marked variations in teachers' knowledge or their ability to teach this effectively, but this has already been identified by the co-ordinator as a focus for the coming year.

DESIGN AND TECHNOLOGY

119. Analysis of a limited range of work completed in the previous academic year indicates that standards in Year 2 are average. In the previous report of 1997, standards were judged to be "above national expectations". Emphasis on literacy and numeracy more recently has meant that much less time has been given to the subject and this is the reason for the apparent decline in standards. The rate of progress made by pupils, including those with special educational needs and English as an additional language, is satisfactory.

120. An examination of pupils' work from the previous year indicates that standards in Year 6 are average. As in Key Stage 1, this judgement is at variance with that of the previous inspection because standards were reported to be "above national expectations". The reason for this disparity is the same as for Key Stage 1. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress.

121. One lesson was seen in Key Stage 1. This, together with the scrutiny of work from the previous year, indicates that the quality of teaching and learning is satisfactory and pupils make satisfactory progress. The previous inspection report judged teaching to be good at both key stages. The main reason for this difference of judgement is that lack of subject time has meant teachers have been unable to develop the scope and range of their teaching in design and technology. There is for example, a lack of breadth and depth in the design work that pupils attempt at both key stages, and this affects the quality and the range of products that are made. Pupils in Year 2 have made masks that incorporate electric circuits, a valuable link with their work in science. In the lesson seen, the teacher encouraged the pupils' enthusiasm by making comments such as "What is important is that you think how to do it". She effectively demonstrated moulding and joining techniques. Her approach ensured that pupils sustained interest and knew how to mould the material to produce appropriate monster models. In Year 1, pupils have designed meals for a lighthouse keeper during their literacy work and have produced a good range of wheeled vehicles with the use of construction kits.

122. In Key Stage 2, the examination of pupils' work from the previous academic year and teachers' planning for the subject indicates that the quality of teaching and learning is satisfactory as is the progress made by pupils. In Year 6, pupils have designed and evaluated ideal living spaces, investigated working mechanisms as part of homework and made various artefacts connected with their work on Tudors. The quality of the products made indicates that the expectations of teachers are good. Teachers mark pupils' design work, but in both key stages, there is too little indication to them of how to improve what they do. Pupils generally develop their ideas well and employ learned skills in design and making. In year groups other than Year 6, pupils have designed and made working sundials, working mechanisms in card and Victorian toys. Teachers generally have satisfactory expectations regarding the quality of pupils' work. However, the narrow range and depth of the design work in which pupils engage places a limitation on higher quality in both design and making.

123. The planning for design and technology, developed by the school, is detailed and provides good guidance to teachers, but too little use is made of information and communication technology in any aspect of the subject. Although work produced by individual pupils is assessed, this information is not used to develop curricular planning. This is a weakness because it cannot be known precisely what needs to be done to improve standards in the subject. The time allocated for teaching the subject has been improved since the previous inspection, but as noted above, the recent emphasis on literacy and numeracy has still hindered development. The co-ordinator is new to the post this term. Because of this, she does not have full knowledge of what needs to be improved, but she is enthusiastic and already has some idea of the priorities for development. However, there are no opportunities to monitor teaching or pupils' work so full analysis of needs is limited.

GEOGRAPHY

124. The attainment of pupils in geography is average Year 2; the same judgement was made by the previous inspection in 1997. In Year 6 standards are also average which is also the judgement made in the previous inspection. The progress made by all pupils in the subject, including those with special educational needs and English as an additional language is satisfactory. In both key stages, there are no differences between the attainment of boys and girls or pupils from minority ethnic backgrounds.

125. Overall, the quality of teaching and learning is satisfactory at Key Stage 1. The previous inspection reported that teaching was "sound overall" in both key stages. In Year 2, pupils cover a satisfactory range of work, but analysis of that produced in the last academic year indicates that there is an insufficient match of work to the different needs of pupils. They acquire a satisfactory range of skills and knowledge and most work is well presented. Particularly effective teaching is characterised by clear planning and presentation of key ideas, good use of discussion that allows for the contribution of pupils and the use of good visual materials. In a very good Year 2 lesson,

the topic was 'Houses and Homes'. The effect of skilful teaching was that the pupils maintained interest throughout and were very well behaved. They made good contributions to the discussion, based on their knowledge and observations. For example, they suggested that houses are built of different materials because of the resources available and the prevailing climate. Pupils in Year 1 acquire knowledge about the local area and how to make simple maps, but there is insufficient emphasis on the development and use of appropriate skills.

126. At Key Stage 2, the quality of teaching and learning and the rate at which pupils progress are satisfactory. Analysis of work produced by the previous Year 6 indicates that it matches the planned curriculum, but not always in sufficient depth. Although the allocation of time to the subject has improved since the previous inspection, the subject still does not have appropriate coverage because some 'catching up' is necessary. In a Year 6 lesson, the teacher provided a satisfactory challenge for pupils to acquire knowledge and use their skills, but did not demand enough application to the task so that pupils used their expertise effectively. Most pupils made a satisfactory effort to use mapping and research skills to locate European countries and place them in their order of joining the European Economic Community. Good teaching was seen in Year 5 when the teacher involved pupils in a thoughtful discussion about life in an Indian village. The teacher's enthusiasm stimulated the pupils' thinking and interest. There were good expectations that pupils should use their observational skills to extract relevant information from photographs. The outcome was that pupils responded well, sustained interest and made good contributions to the oral and written elements of the lesson. In Year 3, pupils learned through discussion what makes a local environment. In this lesson, the teacher skilfully drew from the pupils what was important to them in their environment. This had the effect of maintaining their interest and very good attitudes to work. Good management of pupils and good relationships with them were seen in all lessons in both key stages.

127. The school has devised a detailed scheme of work for the subject. This ensures that coverage of the curriculum is appropriate and that teachers have good guidance. The co-ordinator has carried out a recent review of the effectiveness of the planning and has drawn up recommendations for improvement. Although teachers assess pupils' progress and attainment on a regular basis, the information is not used to any significant extent in planning the whole school curriculum. Some use is made of information and communication technology, but this is too limited. The co-ordinator, who is eager to develop the subject, has identified priorities, but these are only for one year. To aid development, she has begun to monitor the work of pupils to determine further what needs to be done. However, teaching is not monitored because there are no opportunities to do this.

HISTORY

128. Based on the analysis of pupils' work and teachers' planning, standards in history are average in Year 2 and in Year 6 as they were at the time of the school's last inspection. This is because the quality of teaching at both Key Stage 1 and Key Stage 2 was judged to be satisfactory by both inspections. Teaching of this quality promotes satisfactory learning and promotes appropriate achievement by the pupils, including those with special educational needs and English as an additional language. There are no differences in the attainment of boys and girls or pupils from minority ethnic backgrounds.

129. High quality curricular planning in the subject gives rise to a broad curriculum and, as a result, pupils in Key Stage 1 show a sound understanding of important people in history such as Guy Fawkes, Mary Seacole and Anne Frank. In Key Stage 2, the pupils have an appropriate awareness of features of periods of history such as Roman Britain, the Tudors and the Victorians. Black History is very well represented in the school's curriculum and this develops the pupils' understanding effectively. Pupils are given good opportunities to research topics and to use historical evidence and, throughout the school, they have suitable skills in these aspects of the subject. There are some examples of pupils being asked to interpret history from different perspectives, for example, Year 5 pupils were asked to write about how they felt Victorians might have perceived Alfred the Great. However, this aspect of the subject is relatively underdeveloped at both key stages as is the pupils' understanding of chronology.

130. In the school's last inspection, teaching at Key Stage 1, although sound overall, was described as less effective than at Key Stage 2. No significant differences between the key stages were noted by this inspection. For example, the satisfactory nature of the teaching and learning throughout the school was exemplified by a Year 1 lesson about the pupils' positions in their family's age structure. The lesson was well-planned and its objectives were carefully explained to the pupils so that they fully understood what they were intended to learn. The teacher's control was firm but natural and, because of this, the pupils behaved well. The teacher read the book "My Family" to the pupils who listened carefully. There was an interesting discussion of families during which the teacher maintained the pupils' interest by talking about her own family. Appropriate support for pupils with special educational needs and those of high attainment was provided and pupils of average ability were encouraged to work independently. Pupils with English as an additional language worked fully with the groups of pupils who were at their level of attainment in the subject. The lesson developed the pupils' understanding of the structure of their family appropriately. However, their knowledge of chronology was not sufficiently developed, for example, by checking and extending their vocabulary of common words or phrases which are associated with the passage of time.

131. General strengths in the teaching and learning include the good quality and amount of work produced by the pupils. This was also a strength at the time of the school's last inspection. Additionally, assessment procedures are good and there are effective links with other subjects, for example, Tudor buildings have been made in design and technology. Information and communication technology is used suitably, for example, to find information. Shortcomings include over direction by the teacher, such as setting identical work for pupils of all abilities. This lack of challenge for pupils of differing capabilities was noted by the school's last inspection. In addition, although the pupils' work is regularly marked, common words that are incorrectly spelt are not consistently corrected and marking does not often indicate to the pupils how they can do better.

132. The subject has made a satisfactory improvement since the last inspection. Standards have been maintained and the quality of teaching at Key Stage 1 is better. The management of the subject is effective. The co-ordinator monitors the subject by examining samples of the pupils' work and has a basic action plan for the improvement of history. However, teaching and learning are not monitored by direct observation by the co-ordinator. The action plan lacks clear procedures for evaluating improvements and does not focus clearly on raising standards. Curricular provision is enhanced by visits, such as that to Wandsworth Museum, and by visitors including, for example, a speaker who told the pupils about the Aztecs. These factors, along with the broad curricular provision, mean that the subject meets statutory requirements and makes a very good contribution to the pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. In Year 2 and in Year 6, attainment is average. Across the school, pupils, including those with special educational needs and those with English as an additional language, make steady progress in extending their knowledge and developing their skills. This shows a significant improvement on the findings of the previous inspection, when standards were below average at both key stages and pupils made little progress.

134. The quality of teaching and learning is satisfactory at both key stages with some good lessons observed. This shows a significant improvement since the previous inspection when they were unsatisfactory. In Year 2, previous work shows that teachers have provided the pupils with appropriate opportunities to make use of computers. The pupils have sound knowledge of the keyboard and they use the mouse competently. Their abilities to use computer simulations to explore imaginary situations, to program controllable toys and collect and record data using computer generated graphs show that they have been taught these skills effectively. The pupils are also able to generate and communicate ideas in both text and pictures. In Year 1, pupils were taught to use a range of simple graphs to show their favourite toys and, in Year 2, they used an art package effectively to produce work in the style of Mondrian. Pupils have used information and communication technology in science to show parts of a plant and illustrate the life cycle. In

the Year 2 lesson observed, teaching and learning were good. The teacher had good knowledge of the subject and asked helpful questions to extend pupils' understanding of commands. Pupils were keen and interested and enjoyed programming the toy to find different characters on the Gruffalo map. They made good progress in developing their control skills and extending their understanding of directional language.

135. In the lessons seen at Key Stage 2, pupils were attentive, found the work enjoyable but challenging, and learned many new skills. In Year 3, they learned to log on and change font type, size and colour and, in Year 4, satisfactory teaching led to pupils developing their skills in controlling a screen turtle. In Year 5, pupils extended their skills in using a database because the teacher planned the lesson well and gave clear instructions. In a Year 6 lesson, skilled teaching led to pupils confidently learning how to use a spreadsheet to work out youth club accounts. The teacher gave clear instructions using appropriate technical language and she had good understanding of the topic. All pupils made good gains in knowledge and skills.

136. Many pupils bring skills and understanding from their home experiences of computers and previous work shows pupils have been soundly taught across the information and communication technology curriculum. Evidence from last year's work shows that, at the end of Year 6, pupils had acquired sound skills in communicating and handling text and data. They showed an awareness of audience when combining text and graphics in their work. They created multimedia presentations using text and images. The pupils used a variety of fonts, colours and sizes. They used multimedia and the Internet to access information, and designed their own web page. They had the opportunity to control events in predetermined way, sense physical data, and explore patterns and relationships with the aid of computer simulations or models. In Year 4, they were taught to control a screen turtle and used the Internet to research their project on the Victorians. Year 5 pupils showed sound skills in handling data and accessed information about Kenya. They used Powerpoint presentations to display their work on the Romans and used data logging to investigate thermal insulation in science.

137. The co-ordinator took on the role last November and has provided very clear direction for the subject. She is very knowledgeable and highly skilled in the subject. She gives good support to colleagues but has not had the opportunity to monitor teaching. The school has adapted national guidelines to ensure that pupils receive a balanced programme and build systematically on their skills, and assessment procedures are now in place. Good use has been made of additional government funding and valuable staff training has taken place. A clear policy for Internet use is in place. The pupils develop technical vocabulary related to the subject well and their knowledge of it supports and enhances their data handling in mathematics. The use of information and communication technology across the curriculum is developing soundly. Pupils make appropriate use of word processing to produce their work and presentations, and are confident in accessing information for various topics. They have access to a scanner and digital camera to support their work. The computer suite was well used during the inspection.

MUSIC

138. Standards in music are above average in Year 2 and Year 6. This was also the finding of the previous inspection. Music has a high profile in the school whose foremost aim is that music is an enjoyable experience for all pupils, not just the talented. As a result, pupils delight in their music making and their achievement is good across the school. Pupils with special educational needs and those with English as an additional language attain good standards, compared with their earlier attainment, and take a full part in all musical activities and experiences. The school draws on the traditions of various cultures in music and this promotes inclusion well.

139. As at the previous inspection, the overall quality of teaching and learning is good at both key stages. All teachers work hard to motivate pupils and give positive responses to their efforts to promote confidence. In a Year 1 lesson, pupils explored how to use parts of the body for percussion and were able to echo carefully the rhythmic patterns given by the teacher. By the end of the lesson, they could adapt their work to the chant 'Hey Johnny'. The quality of learning is often enhanced because pupils' good behaviour and keen interest enable them to make the best use of the opportunities presented to them. In a Year 2 class, the teacher emphasised the

importance of good listening to be an effective musician. As a result, pupils responded appropriately to her signals and kept a steady pulse when performing with others. They knew the names of various instruments and that sounds could be made by blowing, plucking, striking and shaking. However, in this key stage, pupils' knowledge of early notation is insufficiently developed.

140. In Key Stage 2, pupils have a good knowledge of rhythm and basic musical structure. Many pupils, especially those receiving instrumental tuition, are confident in using musical terms and notation. In Year 3, the support teacher's spirited manner ensured a lively pace which caught the pupils' enthusiasm as they built up a rap from the poem 'You're late'. Teachers give pupils many good opportunities to listen to music in detail and to discuss their responses. When some Year 4 pupils listened to *Carnival of the Animals*, they were able to identify how the graceful movements of the swan and the lumbering gait of the elephant were represented in the music. However, they lacked the musical vocabulary to share their ideas about the mood which an instrument like the cello can create. Pupils in a Year 5 class recognised musical symbols and clapped various rhythmic patterns, but there was insufficient challenge for some more able pupils who finished their 'beat sums' quickly and then lost interest in the lesson. A Year 6 teacher built well on work in the literacy hour when she asked pupils for ideas about instruments that would effectively convey the ferocity of the weather outside the witches' cavern. Pupils were thoughtful in their responses suggesting a violin to represent the mewling of the cat and a trumpet to represent raucous laughter. As they improvised sounds to create the charged atmosphere of the cavern, tension built up and the music rose to a dramatic crescendo. The air of excitement in the room promoted learning well. Pupils in the audience were very mature in their evaluation of ways to communicate mood and effects in order to refine the performance. Some thought-provoking questioning by the teacher and her demands for a high quality performance led to creative and enjoyable music making. However, across the key stage, there are missed opportunities to enable pupils to use musical terms and develop some musical ideas.

141. Pupils have good opportunities to listen to a range of music at the beginning and end of daily assemblies. They responded very sensitively to the 'Agnus Dei' from Faure's *Requiem* which reflected the sombre mood following the stark human tragedy which had occurred in America on the previous day. The headteacher told them that music had always been a universal response to suffering in the world and they affirmed this by their expressive singing of *Po Kare Kare a-na*, a Maori song of love and peace. This was followed by *Black and White* which pupils sang joyfully with a good sense of mood and pitch. They left the hall to the strains of *Swing low sweet Chariot* with many clapping spontaneously to the rhythm.

142. The subject is satisfactorily led and promoted by the co-ordinator as in the previous inspection. The co-ordinator monitors planning and carries out some classroom observations. Assessment procedures are satisfactory. Music is well resourced and there is a good supply of percussion instruments, ethnic instruments and listening music to enable pupils to broaden their skills in musical appreciation. Information and communication technology is used satisfactorily to support teaching and learning. Pupils have the benefit of peripatetic tuition in brass, woodwind and violin and can join a thriving Music Club. The subject is enriched by school productions, carol services and visitors, such as drummers and dancers, who share their skills. A highlight of the year is the Music Club's visit to the Barbican to 'Make Music Live!' with the London Symphony Orchestra. Music makes a good contribution to pupils' spiritual, moral, social and cultural development when they reflect upon various works, evaluate and improve their performances together and celebrate the richness of the languages, traditions and cultures in the school in their Summer Carnival.

PHYSICAL EDUCATION

143. Based on the evidence available, standards in physical education are average in Year 2 and in Year 6 as they were at the time of the school's last inspection. At Key Stage 1, games and gymnastics were observed and, at Key Stage 2, dance and outdoor and adventurous activities were also seen. In Key Stage 1, progress and achievement are good, due to the good quality of the teaching and learning at that key stage. At Key Stage 2, progress and achievement are

satisfactory as teaching and learning are satisfactory. The school's last inspection judged teaching to be "satisfactory overall and good in a minority of lessons". Pupils with English as an additional language achieve similarly to most other pupils. Pupils with special educational needs in this subject achieve well due to the additional support that they often receive. There are no differences in the achievement of boys and girls or pupils from minority ethnic backgrounds.

144. The good quality of the teaching and learning at Key Stage 1 was exemplified by a Year 2 gymnastics lesson about travelling and balancing. The lesson was well planned and the teacher's good management of the pupils ensured a prompt start which set a good tone from the beginning. The pupils responded well to the orderly atmosphere, were well behaved, listened attentively and worked hard. The teacher gave very clear instructions for the 'bean game' and other warm-up activities which increased in pace as they progressed. This both motivated the pupils and ensured that they were thoroughly warmed-up. Discussion showed that the pupils fully understood why they needed to warm-up and the effects that exercise had on their bodies. The pupils showed good co-ordination and control in these exercises, for example, when performing star jumps. They showed suitable levels of skill when travelling on the floor in varied ways although they tended to bunch and not to use the space available effectively, although this was drawn to their attention by the teacher. Good use was made of demonstrations by the pupils but these were not evaluated sufficiently to improve the performances. The teacher extended the pupils' technical vocabulary well, for example, by talking about "patches and points". The pupils, including those with special educational needs and English as an additional language, who were fully integrated into the lesson, made good progress.

145. The quality of teaching and learning is satisfactory at Key Stage 2. This was illustrated in a Key Stage 2 dance lesson. The teacher's lively manner motivated the pupils to work energetically. After a well-paced warm-up, the lesson proceeded smoothly to the main dance activity before which the teacher gave a useful demonstration of suitable dance techniques and movements to assist the pupils. This showed her good knowledge and understanding of the subject. The pupils worked appropriately with partners but showed some embarrassment. This had a negative impact on the quality of their dance. The teacher was well aware of this and told the pupils that "good movements are being spoilt by laughter". However, this remark was not followed up sufficiently by emphasising the quality of the techniques required or checking the pupils' understanding of these techniques sufficiently. As a result, the progress made by the pupils was satisfactory but no better.

146. General strengths of the teaching throughout the school are the breadth of the curriculum, the quality of the teachers' planning, assessment procedures and the structure of lessons. Based on discussions with teachers, the teaching of swimming is also a strength and most pupils leave the school able to swim at least 25 metres safely and unaided. Common weaknesses are too slow a pace, inadequate evaluation of performance and a failure to discuss how exercise influences the body.

147. The subject has made a satisfactory improvement since the school's last inspection. Standards have been maintained and assessment procedures improved, although there is still no formal monitoring of teaching and learning by the co-ordinator and assessment information is not used to inform teachers' planning. The current co-ordinator was designated from the start of the current term and, therefore, has had no opportunity to make a significant contribution to its management. However, she is enthusiastic and has a draft action plan for the development of physical education. The indications are that the management of the subject was satisfactory in the past. The subject is well-resourced as it was at the time of the school's last inspection. It has a learner swimming pool, adequate hard-surfaced area and access to local grassed areas and an athletics track. An all weather pitch in the school grounds is close to completion. The use of information and communication technology to support the subject was not seen during the inspection although there was evidence of cross-curricular work in English in Year 1. Physical education makes a good contribution to the pupils' spiritual, moral, social and cultural development, for example, as the pupils learn to cope with their own and others' successes and weaknesses of performance.

RELIGIOUS EDUCATION

148. Standards in religious education continue to meet the requirements of the locally agreed syllabus for pupils in Years 2 and 6, and the school has maintained the standards reported in the previous inspection. The well-planned curriculum provides appropriate development and progress for all pupils as they move through the school, including those with special educational needs or English as an additional language. The annual review and update of the curriculum is valuable in sharing ideas.

149. Although pupils in Year 1 and 2 study other religions such as Islam and Judaism, appropriate emphasis is given to Christianity and its major festivals. The work also stresses the importance of beliefs that go across all religions, including social and moral aspects such as the symbolism of food and of friendship. These aspects are built on through the school as pupils get older and develop their understanding of the beliefs, symbols and traditions of different faiths. By the time they are in Year 6, pupils have a sound knowledge of key artefacts of major religions, and an understanding of their holy books. They visit local churches, a temple and a mosque to enhance and extend their understanding of places of worship.

150. Evidence from the lessons observed and pupils' work shows that teaching is satisfactory across the school. However, there is an over-reliance by some teachers on photocopied worksheets, many of which are of fairly low quality and often unnecessary for higher attaining pupils in particular. These often limit their response and make it difficult for teachers or the co-ordinator to gain a clear view of the different levels of attainment and progress in the class or through the school. Teachers prepare appropriately for their lessons, but do not always think carefully about how they present some of the material. There were a number of occasions where teachers, for example, discussing having faith, began lessons by reading what were often simple stories of Jesus from a book or worksheet. These readings lacked any sense of dramatic presentation and did not engage the pupils' interest sufficiently by using language expressively. This reduced pupils' spiritual development through religious education, for example, in some assemblies.

151. Teachers show sensitivity and respect towards all religions. In the most effective lessons, such as a Year 5 lesson on Islam, teachers questioned the pupils well, challenging their thinking. Questions such as "What or whom do you treat with respect?" or "What influences the way you think?" made pupils reflect on the principles by which they lived. In all lessons, pupils' good behaviour and attitudes allowed discussion to take place in an atmosphere of mutual trust.

152. The co-ordinator has only just taken up the role and is continuing the good work started by the previous co-ordinator. Links are being made between the locally agreed syllabus and guidance from the Qualifications and Curriculum Authority. However, although samples of pupils' work are being collected, these are not being assessed against the guidance to give teachers an indication of what pupils should be achieving at the various ages.