

INSPECTION REPORT

RIVERSIDE PRIMARY SCHOOL

Bermondsey

LEA area: L B Southwark

Unique reference number: 100808

Headteacher: Ms W Mortimer-Lee

Reporting inspector: Michael Buckley
30517

Dates of inspection: 21st - 24th January 2002

Inspection number: 195270

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Janeway Street Bermondsey Southwark London
Postcode:	SE16 4PS
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Carol Castle
Date of previous inspection:	6 th June 1997

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22577	Margaret Hart	Team inspector	Foundation Stage Science Information and communication technology Art	Assessment Staffing
20969	Jean Riley	Team inspector	Special educational needs English as an additional language English Music	Resources
21796	James Walsh	Team inspector	Mathematics Design and technology Religious education	How good are the curricular and other opportunities offered? Equal opportunities and inclusion

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	10 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14 - 15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17 - 20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	21 - 34

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Riverside is a large primary school for boys and girls aged from three to eleven years. It has 30 full-time places in the nursery. Only 23 of these were filled at the time of the inspection, as the January intake had not started to attend. There are 308 pupils in the classes from reception to Year 6. Approximately 25 per cent of pupils are from minority ethnic backgrounds, mainly Black African. Just over one in ten of pupils are at an early stage of learning English and about another ten per cent are comparatively fluent. These figures are high nationally, but very low for Southwark. After English, Yoruba and Turkish are the most commonly spoken home languages. The school has no Travellers or refugees and there is a comparatively low rate of mobility amongst pupils. Thirty-five per cent of pupils are eligible for free school meals. This is almost twice the national average, but about average for Southwark. Forty-two pupils are on the school's register of special educational needs (13 per cent), most of whom have moderate learning difficulties. Only three pupils have statements identifying the additional outside support they require. These figures are below the national averages. The attainment of most children when they enter reception is below the levels expected nationally. The 'Excellence in Cities' programme is supporting a learning mentor and work with gifted and talented pupils.

HOW GOOD THE SCHOOL IS

This is a more than usually effective school where teaching and learning are good. Pupils make satisfactory and often better progress, particularly in the junior section, and Year 6 test results are above the national averages for similar schools. The school is well led and it provides satisfactory value for money.

What the school does well

- Very good leadership by the head teacher and deputy and good management, overall.
- The quality of teaching and learning is good.
- Standards of attainment are generally good, compared with those of similar schools.
- Pupils' very good attitudes and behaviour are underpinned by very good arrangements for their social development.
- Very good arrangements for the care and welfare of pupils.
- The community makes a very positive contribution to pupils' education and there are very effective links with relevant local organisations and schools.
- The governors support the school well and play a strong part in its development.

What could be improved

- The curriculum, with regard to the length of the taught week, the balance of time allocated to subjects and continuity in teaching and learning, particularly in geography and history.
- The quality of assessment with regard to Nation Curriculum levels, the arrangements for tracking the progress of individuals and groups of pupils and the use of assessment to guide planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection in June 1997. Generally good progress has been made with all the key issues and many minor ones identified in the last report. The quality of teaching has significantly improved and standards of attainment are gradually improving, particularly in mathematics and science.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	E	C
Mathematics	E	C	C	A
Science	D	B	D	B

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

In 2001, results were close to the national average in mathematics, below the national average in science and well below the average in English. When compared with similar schools, results are well above average in mathematics, above average in science and close to the average in English. Standards have risen over time, particularly in mathematics. Last year's test results for Year 2 were well below the national averages for reading and writing and below average in mathematics. Science assessments were close to the national average. All results were above the averages for similar schools. Over time, there has been a good improvement in writing, some improvement in reading, but little change in mathematics. Work seen shows that achievements are good in the nursery and reception and satisfactory in the rest of the school. There are no significant differences between the achievements of boys and girls or those of other identifiable groups of pupils. Standards are at nationally expected levels in the nursery and reception. In Year 2, they are close to expectations for science, but below them for English and mathematics. In Year 6, they are close to expectations for mathematics and science, but below them for English. Pupils of all ages reach higher than expected levels in art, but are below the expectations for information and communication technology. Most pupils reach the expected levels in music, physical education and religious education. In design and technology, standards are close to expectations in Year 2, but below them in Year 6. No secure judgements could be made about standards in geography or history. Targets are set carefully and most pupils are in line to meet them in mathematics and science. However, pupils will have to make significant progress to reach them in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school and of the work they do. They enjoy their lessons.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and friendly in class and about the school. Lunchtimes are harmonious and relaxed occasions.
Personal development and relationships	Relationships are good and there is very little oppressive behaviour. Relationships between different ethnic and cultural groups are good.
Attendance	Unsatisfactory and below the national average.

There have been no recent exclusions. Although the school has successfully reduced the percentage of unauthorised absences, the proportion of authorised absences remains high. This is almost entirely due to the number of families who take holidays in term time.

TEACHING AND LEARNING

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

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

Teaching and learning are good, overall. Teaching is consistently good in the nursery and reception classes and there were more very good and excellent lessons in the junior section than elsewhere, particularly in English, mathematics and science. Literacy and numeracy are taught well across the school. There is little difference between the quality of teaching and learning in other subjects. Teachers know their subjects well. They are well organised and they generally give clear explanations at the start of lessons. Good relationships enable teachers to manage pupils well and lessons are conducted with appropriate pace. These qualities successfully encourage pupils to try hard and to do their best in most lessons. Sometimes, however, objectives are not made sufficiently clear and, as a consequence, pupils work slowly and less effectively. The tasks chosen enable pupils with special educational needs and those learning English as an additional language to learn well and make good progress. Sometimes, pupils who are capable of more advanced work are not sufficiently challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The balance of time allocated to different subjects is unhelpful and there is a lack of continuity in teaching and learning in some subjects, particularly geography and history.
Provision for pupils with special educational needs	Satisfactory, overall. Most aspects of this provision are good, but there is a significant minority of pupils who would benefit from additional support whose needs are not identified.
Provision for pupils with English as an additional language	Satisfactory, overall. Most aspects of this provision are good and early assessments of language skills are effective. However, there is insufficient continuing assessment, so that teachers are not always clear about the progress being made by individual pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Very good provision for social development; good provision for moral and social development and satisfactory provision for spiritual development, although not all assemblies meet the statutory requirements.
How well the school cares for its pupils	Very good arrangements for the care and welfare of pupils. Procedures for monitoring behaviour and eliminating oppressive behaviour are very good.

The taught time each week is well below the national recommendations for infant and junior pupils and well below the national averages. Arrangements for assessment are satisfactory, but need further development to become fully effective. The school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good leadership by the headteacher and the deputy and good management at all levels. Good arrangements for monitoring teaching and thorough and detailed development planning.
How well the governors fulfil their responsibilities	Good. The governors are well informed and many are closely involved in the work of the school. They play a full part in shaping the school's development.
The school's evaluation of its performance	Regular and systematic reviews ensure that the school is meeting the targets it sets itself.
The strategic use of resources	Funding and other resources are well deployed and put to good use.

Teachers and support staff are well matched to the demands of the curriculum. Accommodation and resources are satisfactory overall. The principles of best value are applied thoroughly. The school is not yet making satisfactory use of new technology. The staff all share a strong commitment to raising standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are becoming more mature and responsible. • The teaching is good. • Teachers have high expectations and pupils make good progress. • Behaviour is good and the school is well led and managed. • They feel comfortable approaching the school with problems or suggestions. 	<ul style="list-style-type: none"> • The regularity and frequency of homework. • A few parents feel they are not well enough informed about their children's progress. • A few parents feel that there are not enough extra-curricular activities.

Inspectors agree with the positive views expressed by parents. They judge that the homework set is generally satisfactory and that the provision of extra-curricular activities is good. The quality of information provided is satisfactory overall, although teachers' reports to parents are not always sufficiently clear or detailed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the last four years, the attainment of seven-year-olds in the standard national tests has been well below the national averages in reading and writing and below the national average in mathematics. There has been some improvement in reading over time and a more marked improvement in writing, but no particular trend is evident in mathematics. However, the most recent results in all three areas are above the average for schools with a similar proportion of free school meals. In 2001, assessed standards in science were close to the national average. There were no significant differences in the performances of boys or girls. The majority of last year's results were grouped within the lower attainment bands, although the proportion reaching higher levels was close to the national average in writing and mathematics. Comparatively few pupils were in the middle attainment bands.
2. The standards reached by eleven-year-olds in English have varied over the past four years but they have generally been below the national averages and, in 2001, they were well below this level. Attainment in mathematics has improved and, in the past two years, it has been in line with the national average. In science, the test results have also varied considerably over time but, in 2001, they were below the national average. There were no significant differences between the attainments of boys and girls in any of these subjects.
3. Comparisons with the results obtained by the same Year 6 pupils when they were in Year 2 show above average progress in mathematics, average progress in science, but below average progress in English. When the results for 2001 are compared with those of other schools with a similar proportion of free school meals, they are well above average in mathematics, above average in science and average in English. The differences between these two comparisons are largely due to the proportion of pupils in that year group who were at early stages of learning English. The overall trend for the three subjects together is upwards, more or less in line with the national trend. As with Year 2, the majority of the 2001 results in English and science were clustered in the lower end of the range with comparatively few pupils reaching higher grades. In mathematics, however, the percentage reaching higher levels was in line with the national average.
4. In previous years, the development of most children entering the nursery and the reception classes has generally been below nationally expected levels, particularly in language and literacy. However, the current groups of children were closer to the expected standards when they entered and they are achieving well. Most of them will have reached the nationally recognised early learning goals in the six areas of learning by the end of the reception year. Pupils' achievements through the rest of the school are generally satisfactory, given their prior attainments. They are particularly good in mathematics, where there is a significant improvement in standards through the junior section. In Year 2, standards in schoolwork in Year 2 are below the nationally expected levels in English and mathematics, but close to expectations in science. In Year 6, they are close to national expectations in mathematics and science, although they remain below this level in English.
5. The unsatisfactory progress in English is mainly due to the comparatively low starting point for most pupils and, to a lesser extent, to the proportion of pupils learning English as an additional language. However, in addition, the teaching of early phonics is not sufficiently structured to support pupils who are struggling with early reading skills and, as they grow older, pupils undertake too little extended writing. These factors also affect attainment in other subjects, such as geography, history and religious education, where pupils are not encouraged to write at length and where the use of a relevant technical vocabulary is not sufficiently practised. Nevertheless, standards in literacy and numeracy across the curriculum are satisfactory.

6. In subjects where progress is not quite so dependent on the acquisition of more advanced skills in literacy, such as art, music and physical education and large areas of the programmes of study for mathematics and science, attainment and progress are generally satisfactory or better. The unsatisfactory achievements in design and technology in the junior section and in information and communication technology throughout the school are largely due to inadequate coverage of all the strands in these subjects and insufficient opportunities to practise the full range of requisite skills.
7. Pupils from minority ethnic groups and those who are learning English as an additional language generally achieve well. Their progress is rapid in the nursery and reception classes as activities in lessons are rich in opportunities for language development and sensitive adult support helps them to gain confidence. Most pupils who become fluent in spoken English by the age of seven are able to cope with the demands of the curriculum and reach the expected levels in English, mathematics and science by the age of eleven. A few bilingual pupils achieve better results in mathematics and science than in English, as the English tests require the ability to read and understand more complex texts which the pupils find difficult. Despite this, most bilingual pupils gain full competence in written and spoken English and are well prepared for secondary education. Pupils who join the school after the end of the reception year receive additional support with learning English and, as a result, most make good progress and rapidly gain a level of fluency that enables them to understand their work.
8. Where pupils' special educational needs have been identified, they make good progress. This is because care is taken to determine the nature of their difficulties and additional support, often of a specialist nature from outside the school, is effectively provided. The school has a smaller proportion of pupils with special educational needs than is normally found and several pupils who are having difficulty in keeping up in class have not been identified for additional support. Several of these pupils are also learning English as an additional language. For this small minority of pupils, progress is unsatisfactory. The school is establishing good provision for pupils who are gifted or talented, but it is too soon to evaluate the results of this work.

Pupils' attitudes, values and personal development

9. Pupils of all ages clearly enjoy coming to school and their attitudes are very good. Children in the nursery and reception classes very quickly gain confidence, learn to share and take turns and form good relationships. Pupils take great pride in their school and in the work they undertake. They enjoy lessons and want to do well, listening attentively and taking part in activities in and out of class with enthusiasm. Pupils are friendly and courteous to visitors and there is a warm, welcoming atmosphere in the school. Behaviour is also very good, with the exception of a small group of older boys who occasionally attempt to disrupt lessons. Exclusions are rare. Pupils move around the school quietly and sensibly. Lunchtimes are relaxed, sociable occasions when pupils sit quietly with their friends. The good relationships amongst pupils and between pupils and teachers are marked by kindness and respect.
10. Older pupils are actively encouraged by teachers to help those younger than themselves and many volunteer to go the nursery at playtimes to help with the younger children. As a reception class was finishing a dance lesson, an older class entered the hall for its physical education lesson. Many of the older pupils spontaneously moved to help the reception children with putting on shoes and tying up shoelaces and were thanked afterwards by both of the teachers. The climate created by the senior managers and all the staff leads to an almost complete absence of any kind of oppressive behaviour and a strong sense of respect for other people's values and beliefs. In a specially planned session in Year 5, pupils worked very well in small groups on a team-building exercise, listening carefully to one another speaking about their ideas and feelings and collaborating effectively.
11. Pupils eagerly participate in the rather limited range of opportunities for them to take responsibility, such as helping in the library and acting as monitors in various ways. The great majority of parents who responded to the questionnaire believe that the school is helping their children to become mature and responsible. Although the school monitors attendance levels carefully, the levels remain well below national averages. The percentage of unauthorised absences has

improved since the last inspection and it is now about the same as other schools, but authorised absences are very high. This is largely because many parents take their children out of school in term time for family holidays. Pupils are generally punctual for the beginning of each session.

HOW WELL ARE PUPILS TAUGHT?

12. Teaching and learning are good, overall. It was satisfactory or better in ninety-nine per cent of the lessons seen and good or better in fifty-seven per cent. This is a significant improvement since the last inspection. Teaching is consistently good in the nursery and reception classes and in the junior section, where some very good and excellent lessons were seen, particularly in English, mathematics and science. Teaching in the infant section is satisfactory.
13. Teachers generally have high expectations of their pupils. Good knowledge and understanding of their subjects enable them to give clear and thorough explanations, anticipate pupils' difficulties and, in the best lessons, to provide additional activities for higher-attaining pupils. Good planning and preparation and teachers' good relationships with pupils enable them to manage classes well and they generally conduct lessons at a good pace, maintaining active learning through a well chosen variety of different activities. These skills are used in most lessons and there is no significant difference in the quality of teaching across the curriculum. Pupils are well supported in their learning and encouraged to persist with their work. They generally display very positive attitudes, try their hardest and show pride in their achievements.
14. Literacy and numeracy lessons are taught well across the school, but skills in literacy are not sufficiently embedded in teaching in other subjects. Sometimes, learning objectives are not made clear at the start of lessons and, as a consequence, pupils work slowly and less effectively. Teachers do not always make careful enough assessments of the progress being made by individuals or groups, and then the tasks set do not match pupils' needs and levels of attainment. This is particularly important in classes where there are mixed age groups and where teachers tend to pitch lessons to the middle ability range. In such lessons, pupils who are capable of more advanced work are sometimes not adequately challenged. However, the tasks chosen enable pupils with special educational needs and those learning English as an additional language to learn well and make good progress.
15. The school provides a welcoming multi-racial environment that encourages bilingual pupils to gain confidence in speaking and making contributions to lessons. Teachers help these pupils by modelling spoken and written language in their questions and explanations and by giving them opportunities to use new vocabulary in their responses. Teachers also encourage the learning of English through the careful organisation of group work, giving bilingual pupils opportunities to hear and practise the language with more fluent native speakers. The wide range of languages spoken in the school makes the comprehensive provision of bilingual support too expensive to maintain but teachers make good use of pictures and puppets to help pupils in their understanding. The school receives funding for a specialist teacher for pupils who are learning English as an additional language. This teacher works closely with class teachers to plan relevant tasks that help pupils to improve and provides useful additional language support for them in lessons.
16. The majority of pupils with special educational needs work with teaching assistants, either individually or in small groups. They are well taught. Their work is well structured and careful monitoring by class teachers and the well informed special needs co-ordinator ensures that it accurately meets their needs. The teaching assistants who normally lead the groups are confident in their knowledge of the materials and regularly check that new learning is properly understood before moving to the next stage. This supports the good progress that is generally made. A minority of pupils who would benefit from this level of support are not identified as having special educational needs and so additional help is not provided for them. As a result, their progress is not as good as it should be. At times, pupils who have difficulty in keeping up with the rest of the class have tasks that are either undemanding or too difficult and, as a result, they lose self-esteem and produce poorly presented or unfinished written work.

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

17. The good quality and range of learning opportunities in the nursery and reception classes have been maintained since the last inspection. The curriculum for this age group is well planned to take account of all the required areas of learning. The learning opportunities in the reception year build well on the provision in the nursery. Children are comfortably on course to reach the early learning goals before entering Year 1.
18. The breadth and balance of learning opportunities in the infant and junior sections are unsatisfactory, as they were at the time of the last inspection. The requirements of the National Curriculum are being met, as are those of the locally agreed syllabus for religious education at Key Stage 1. The school has not successfully addressed the allocation of teaching time for most subjects since the last inspection. The total teaching hours each week for Years 1 and 2 and for Years 3 to 6 are well below the minimum national recommendations and well below the national averages for these age groups. The amount of time allocated to subjects other than English and mathematics is unsatisfactory. Furthermore, most subjects other than English, mathematics and science are taught in half-term unit blocks, leaving considerable time gaps between one unit of work and the next. Inevitably, many pupils forget what they have learned with a consequent lapse in their knowledge, skills and understanding.
19. Opportunities for pupils to undertake independent research activities are too limited. Older pupils have few opportunities to extend their literacy skills in science, history, geography and religious education. Most pupils do not reach the levels expected for their ages in composing or appraising music, or in listening or applying their knowledge and understanding. Information and communication technology is timetabled in each year group, but its use in other subjects across the curriculum is unsatisfactory. Religious education is taught in block units, sometimes linked to other subjects and the minimum requirements are barely met. Art is given thoughtful attention and good practice takes place. Pupils are given opportunities to use the design process in design and technology, but there is no clear progression in the tasks and pupils' experiences are limited. Enquiry skills in geography and history are not well established and not enough emphasis is given to this area. Educational visits to local places of interest and to museums contribute well to pupils' learning.
20. Co-ordinators have been appointed for all subjects, although the turnover of teachers has caused some temporary disruption to arrangements. Co-ordinators are given opportunities to support and monitor teaching and planning in their subjects. Each co-ordinator has a good action plan and they are active in planning their priorities for their subjects. There are policies and schemes of work for all subjects and this key issue has been addressed since the last inspection. The school uses nationally produced guidance to support its planning in all the subjects of the National Curriculum and it follows the locally agreed syllabus for religious education.
21. Despite this, and the great deal of documentation that has been produced, curricular planning is unsatisfactory. Long and medium-term plans state what pupils are going to cover during the year. However, the medium-term plans make no reference to learning outcomes, procedures for assessment or the use of resources. Short-term weekly plans are satisfactory in literacy and numeracy, but are not detailed enough in other subjects. Arrangements for planning activities to match pupils' needs are not included in these plans. As a result, higher-attaining pupils are often not given sufficiently challenging work in subjects other than English and mathematics.
22. The National Literacy and Numeracy strategies are being used, but their development in subjects across the curriculum is just satisfactory and they are not contributing sufficiently to the raising of standards. While some attention is given to numeracy through a narrow range of subjects, not enough emphasis is given to this part of the strategy. Numeracy skills taught in mathematics lessons are having a sound effect on the standards achieved by older pupils, which are close to the nationally expected levels. Booster classes are arranged in literacy and numeracy for Year 6 pupils in order to raise standards.

23. Extra-curricular provision is good and includes sporting and musical activities. The school provides drama, music, gymnastics, netball, volleyball and basketball and a lunchtime library club, organised by a group of local solicitors. Very good and longstanding links with outside agencies and organisations, such as the Visual Art Foundation, English National Opera, St. Christopher's Hospice, National Children's Homes, Operation Christmas Child, Junior Citizenship and Sand Films Studio, add significantly to the educational experiences provided. Older pupils have the opportunity to take part in a residential visit to the Isle of Wight.
24. The school's provision for personal, social and health education is good and has improved since the last inspection. The planned programme links well with the school's overall ethos and the good provision for pupils' spiritual, moral, social and cultural development. 'Circle time' contributes well to pupils' moral and social development by providing opportunities for them to discuss their own concerns and opinions on a range of matters. The school's policy is not to teach sex education, but the governing body reviews this each year. Health education and drugs awareness are taught appropriately within the science curriculum. The curriculum is inclusive and all pupils, including pupils with special educational needs, those for whom English is an additional language and gifted or talented pupils, have full access. There is an equal opportunities statement in each classroom, reflecting the aims and values of the school. The planned activities, the quality of support and teachers' interventions ensure effective equality of access to the curriculum.
25. Good support is offered in most lessons to those pupils who are learning English as an additional language. The specialist teacher provides good guidance to class teachers and they plan well together. However, provision, overall, is only satisfactory, because the progress made by individual pupils in learning English is not being adequately assessed and monitored. As part of the 'Excellence in Cities' funded pilot project, gifted or talented pupils are clearly identified and individual educational plans are drawn up to match their needs. These pupils have additional support from the co-ordinator and teachers in school and through outside links with other schools. Provision in this area is good and pupils make good progress from their different starting points. Pupils' progress is evaluated regularly and the records kept on each pupil are good.
26. Pupils with special educational needs have clear and relevant individual targets, agreed in partnership with their parents, and teachers and support staff use these targets to help the pupils to progress in lessons. Individual targets are regularly reviewed and well-organised records show that most pupils are making good progress towards achieving them. Efficient systems ensure that the statutory requirements of pupils' statements of special educational need are met in full and that good use is made of specialist outside agencies. The governors are already working with the special educational needs co-ordinator to implement improvements to the school's policy in the light of the new national requirements.
27. Very good links with the community enrich pupils' knowledge and understanding of many aspects of the curriculum. The school supports several charities and pupils visit local places of educational interest, such as art galleries, museums and places of worship. A very good link is made with St Christopher's Hospice. There are good links with parents, the local vicar and local people. Relationships with partner institutions are also very good and contribute significantly to pupils' academic learning and social development. The school has established very good links with neighbouring schools, Goldsmith's College, the American College and a team of local solicitors.
28. The school makes good provision for pupils' spiritual, moral, social and cultural development and has maintained most of the strengths found at the last inspection. Provision for spiritual development is satisfactory. It is underpinned by the values that the school promotes. In the religious education lessons seen, pupils were encouraged to make links between their own experiences and values and what they were studying. There were some occasional examples of spiritual awareness in other lessons seen. For example, during a 'circle time' in Year 1, pupils passed a basket around with a mirror inside. They were instructed to peep inside the basket, 'to see someone special'. This they did, and there were many smiles and gasps when saw themselves as the very special person. In another lesson, pupils in Year 3 exclaimed in wonder when they used magnets to separate paper clips from sawdust. Pupils are encouraged to be

respectful and tolerant towards others' beliefs and values, but school assemblies contain few special moments that help to develop spiritual awareness and, in this respect, the school does not meet the statutory requirement for collective worship. This was an issue at the last inspection.

29. There is good provision for pupils' moral development. Behaviour policies are based on a clear set of moral principles. Pupils understand the difference between right and wrong and they respect and care for each other. All the adults in the school act as very good role models and treat one another and the pupils with respect. Awards are fair and praise is given appropriately. When sanctions are used, pupils are made aware of the reasons why and precisely how agreed rules have been broken. Pupils are given opportunities in 'circle time' to discuss issues that worry them. These discussions help them to understand that moral behaviour is linked closely to personal responsibility.
30. Provision for social development is very good and it is a strength of the school. Pupils are encouraged to be supportive towards each other and to work collaboratively in pairs or in groups. There is very good social interaction in classrooms, at lunchtime and in assemblies. Good social habits begin in the nursery and reception, where children are strongly encouraged to work together, to help in tidying up and to show politeness, for instance, when the register is taken. Older pupils are given responsibilities for caring for younger pupils. For example, boys in Year 6 help children in the nursery. Pupils gain an awareness of those less fortunate than themselves through sending 'shoe-boxes' to Romania and providing packages for elderly citizens at Harvest Festival. The residential visit to the Isle of Wight gives older pupils opportunities to work and play together, developing very good social skills.
31. The school makes good provision for cultural development. It actively promotes pupils' understanding of their own cultures and traditions while celebrating the diversity of other cultures. This is well developed through the curriculum and emphasised in the many displays around the school. These feature many artefacts, posters and a good range of books that contribute well to pupils' learning. Through art, pupils learn to identify and paint in the style of many European artists. Visits to art galleries, museums and links with the community provide pupils with rich cultural experiences. Visitors to the school, including authors, storytellers, Indian dancers and African drummers, provide further exposure to cultural links outside the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school has established satisfactory systems of assessment to help all pupils make good progress, but they still require further development. A 'baseline' assessment is made of what children know, understand and are able to do a few weeks after entering school at just under five years old. Regular further assessments are made of pupils' attainments in English, mathematics and science measured against the levels set out in the National Curriculum. The school analyses the results of the standard assessment tests for seven and eleven-year-olds to identify weaknesses and pupils' progress is discussed at termly meetings. Portfolios of work samples are kept for all subjects, setting out examples of work at each level to support teachers' own assessments. Booklets, called 'National Curriculum Record Books', are completed for each pupil with the intention of showing what progress has been made. However, they generally only show what work has been covered rather than the gains made in pupils' knowledge, skills and understanding.
33. Every pupil has targets for literacy. Progress towards these is reviewed regularly, but not frequently enough. For example, no review had been conducted between November 2001 and the week of the inspection, leaving a period when many pupils may have already reached their targets. Teachers' assessments of National Curriculum levels in English are not sufficiently accurate, but they are better in mathematics, where assessment and the use of assessment in planning are satisfactory. There are no individual targets in mathematics, but pupils' attainment is monitored against key skills and abilities for each individual. In science, assessment is just satisfactory, consisting mainly of twice-yearly assessments against National Curriculum levels. Assessment in the other subjects is at an early stage of development. The school is beginning to track the progress of pupils from entry until they leave. It needs to develop this system so that pupils do not

remain at the same level of attainment for long periods without intervention. Overall, information from these systems of assessment is not yet fully used to support planning across the curriculum.

34. Pupils with identified special educational needs are well provided for. In the nursery and reception classes, their progress is carefully monitored and staff plan appropriate tasks to support their developing skills, particularly in language and in personal development. Elsewhere in the school, once pupils' difficulties are identified, there are strong procedures for supporting their learning. However, not all pupils who require additional support are included in the register of special educational needs. This is partly because the school does not systematically review and record the progress made by all its pupils from year to year and partly because the school's criteria for determining that a pupil has special educational needs are not clear enough. As a result, the good provision is not benefiting all the pupils who need it.
35. Teachers are informed about the first language and the levels of competence in spoken English of all pupils who are learning English as an additional language when they first enter the school. The information is useful as it enables teachers to modify their teaching and helps the school to target the additional support that is available. However, further assessments are not made as pupils progress through the school and it is, therefore, difficult to identify either particularly good progress or underachievement. As a result, information that would help senior managers to allocate additional support at the optimum time for pupils' development is not readily available. The school has identified some gifted and talented pupils and has made additional provision for them. This is a good initiative. The recently appointed learning mentor monitors pupils' personal development carefully and is currently working with small groups of pupils in need of extra pastoral support.
36. All pupils, coming from a range of cultures, are made to feel welcome as part of the school's community. The school places great importance on the care and welfare of its pupils and staff take pains to know pupils and their families well. Very good procedures have been set up for dealing with child protection and the school has its own policy that follows the locally recommended guidelines. The head teacher and the deputy are trained in dealing with any concerns. Any other issues regarding pupils' welfare are carefully logged and referred to systematically to monitor their wellbeing. Appropriate general procedures are in place for dealing with accidents and sickness and most lunchtime staff have had first aid training. One pupil, who was taken ill during the inspection, was shown sensitive and effective attention by all concerned.
37. Registers are taken promptly at the beginning of each session and all lessons start on time. Attendance registers are regularly checked for patterns of absence and the school has useful systems for following up any unexplained time off. However, the importance of good attendance in helping children to make progress needs to be more regularly and strongly stressed to parents in order to reduce the high number of authorised absences. Good behaviour is very well promoted through a range of rewards and sanctions. Good work certificates, awarded for effort in all areas, are issued weekly at special assemblies. This system is valued and respected by the pupils. Behaviour diaries are kept for those pupils who are causing concern. Incidents of oppressive behaviour are taken very seriously by staff and dealt with promptly and effectively. Any racial incidents between pupils are carefully logged. Teachers constantly change groupings of pupils during lessons, so ensuring that nobody feels isolated. Pupils are confident that, should an incident of bullying occur, it will be dealt with quickly by staff. The school has adopted an effective health and safety policy and risk assessments and other necessary safety checks take place appropriately. The premises are well maintained by the efficient and hardworking premises manager.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents are generally happy with the education and care their children receive at the school. The school has worked hard and with some success to build useful links with parents. Consultation meetings and special music and drama performances are well attended and there is an open door policy for parents wishing to see staff. Good links are being forged with a group of parents whose first language is not English. These parents meet weekly with the specialist teacher for English as an additional language who provides them with useful support and advice on a wide variety of

issues, but particularly on the British education system, so enabling them better to support their children's learning.

39. Parents receive satisfactory information in the form of letters, a regular newsletter and the school's prospectus. Consultation meetings are held twice yearly and reports are issued in the summer term. These contain full information on work covered and progress made, but do not suggest areas for pupils to work on in order to improve. Parents whose children have special educational needs receive good support and information. Detailed information on what pupils will be studying and ways in which parents can help is not consistently provided across the school, although parents of pupils in the Foundation Stage receive good information.
40. The 'Friends of Riverside' arrange regular fund-raising events which are well supported by parents. A small group of parents help regularly in the classrooms each week. All parents sign the home-school agreement during their initial interview with the head teacher prior to their children's entry. Parents support their children's learning appropriately through the home reading scheme.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The head teacher, in a strong partnership with the deputy, provides very clear leadership that promotes a coherent set of educational values. These underpin the work of the school and permeate all aspects of its activity, creating an environment where improving standards in teaching and learning and high levels of care for the pupils have become the norm. The morale of the staff and the quality of the relationships at all levels contribute to a happy and welcoming community. Since the head teacher was appointed four years ago, standards of attainment have risen in most areas and the issues from the last inspection have been systematically tackled. Effective action has been taken to meet the school's targets.
42. Other members of staff with management roles, such as the team leaders and the subject co-ordinators, carry out their duties well. They have time to monitor teachers' planning and, in some cases, they are also observing lessons and monitoring teaching. Their own planning for the development of their subjects is detailed and realistic and, in the core subjects, they are guiding their colleagues towards more informed assessments of pupils' progress. Their action plans contribute to the overall school improvement plan. This is a very carefully prepared document, based on regular and systematic review of the school's progress towards all of its targets and on consultation with staff and governors about future educational priorities.
43. The governors support the school closely and many of them visit the school frequently. Several governors observe lessons, particularly in literacy and numeracy and the governor with an overview of special educational needs has herself worked in this area. Governors are well informed about the school's strengths and weaknesses and they have taken successful action on a number of occasions to benefit the school. The full governing body and its committees meet at least once a term and the meetings are generally well attended. Financial planning is securely based on educational priorities and expenditure is monitored efficiently by the school's administrative officer, the head teacher and the governors' finance committee. The last audit report was favourable. Specific funding for work with pupils with special educational needs and those learning English as an additional language is used well and it is a mark of the importance that governors attach to these areas that they support them with additional funding from the school's budget. The principles of 'best value' are closely followed.
44. The quality of teaching has improved, owing to the frequent and supportive monitoring carried out by the head teacher and deputy. Observations of lessons are recorded and discussed with the teachers concerned and areas for development are built into the planning for professional training. There are appropriate working arrangements for performance management. There are good arrangements for the induction of new staff, who are well supported by a mentor, and opportunities for in-service training are impressive. Professional development has had a positive impact on areas such as literacy and numeracy and further training in information and communication technology is planned.

45. The school has experienced problems in recruitment, but not on the scale seen in many other schools in London. It has enough well-qualified teachers to meet the demands of the curriculum and to ensure that classes are of reasonable size. A strong team of support staff make a valuable contribution to work with younger children, those who have special educational needs, and pupils learning English as an additional language. Through the 'Excellence in Cities' programme, the school has been able to employ a learning mentor and assistants who can support parents and children at particularly stressful times and it has been able to make additional provision for pupils identified as being gifted or talented. The administrative officer and the school keeper carry out their responsibilities very effectively and make an important contribution to the life of the school.
46. The supply of resources is adequate, overall. Resources are good in mathematics, art and religious education and satisfactory in all other areas, except information and communication technology, where the school does not have enough computers for the subject to be properly taught. Although a lot of resources have been invested in networking the school's computer system, it does not yet make satisfactory use of new technology. The accommodation is satisfactory overall, although there are some particularly attractive and useful areas, such as the library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the school's steady progress and raise the standards of pupils' achievements still further, the senior management and the governors need to:

- Improve the curriculum by:
 - extending the length of the taught week to at least the times recommended nationally for Years 1 and 2, and Years 3 to 6 (paragraph 18);
 - improving the balance of time allocated to subjects (paragraphs 6, 18, 88, 96, 122);
 - strengthening the continuity in teaching and learning within subjects, particularly in geography and history (paragraphs 18, 101, 102).
- Improve the quality of assessment by:
 - increasing the accuracy of teachers' assessments and recordings against the levels identified in the National Curriculum for pupils' day-to-day work, for their National Curriculum record books and for the teachers' reports to parents (paragraphs 33, 69, 82, 87);
 - developing further the existing arrangements for monitoring and tracking the progress of individuals and groups in English, mathematics and science and establishing systems for doing this in the other subjects (paragraphs 32, 69, 82, 87);
 - making better use of assessment to guide planning for classes and for individual pupils' needs and abilities (paragraphs 33, 35, 98, 107, 122).

In addition to these key issues, the school's senior management and governors should try to build further on their efforts to promote the importance of regular attendance amongst parents (paragraph 37) and should ensure that the requirements for a daily act of collective worship are fully met (paragraph 28).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	28	25	1	0	0
Percentage	1	10	46	41	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	23	308
Number of full-time pupils known to be eligible for free school meals	N/A	111

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	42

English as an additional language

	No of pupils
Number of pupils with English as an additional language	69

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

%

Unauthorised absence

%

School data	7.0
National comparative data	5.6

School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	23	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	16
	Girls	19	19	21
	Total	32	34	37
Percentage of pupils at NC level 2 or above	School	78 (71)	83 (69)	90 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	19	17	21
	Total	32	31	37
Percentage of pupils at NC level 2 or above	School	78 (62)	76 (73)	90 (84)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	21	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	22
	Girls	15	15	19
	Total	30	34	41
Percentage of pupils at NC level 4 or above	School	67 (78)	76 (71)	91 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	22
	Girls	16	17	17
	Total	32	35	39
Percentage of pupils at NC level 4 or above	School	71 (73)	78 (78)	87 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	50
Black – other	15
Indian	2
Pakistani	2
Bangladeshi	2
Chinese	2
White	162
Any other minority ethnic group	20

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	19.0
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	207

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	36
Number of pupils per FTE adult	11.5

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	959,655
Total expenditure	922,746
Expenditure per pupil	2,722
Balance brought forward from previous year	0
Balance carried forward to next year	36,909

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	318
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	74	22	2	0	2
Behaviour in the school is good.	64	30	2	0	2
My child gets the right amount of work to do at home.	44	34	10	8	2
The teaching is good.	68	30	0	0	2
I am kept well informed about how my child is getting on.	62	30	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	80	18	0	2	0
The school expects my child to work hard and achieve his or her best.	64	28	2	0	4
The school works closely with parents.	56	36	6	0	0
The school is well led and managed.	76	22	2	0	0
The school is helping my child become mature and responsible.	66	30	0	0	4
The school provides an interesting range of activities outside lessons.	54	38	6	2	0

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

47. Provision for children in the Foundation Stage is good. The school has a nursery class which can take 25 children in each half-day session. Nursery education is part-time for the younger children and full-time in the term before children enter the reception class. There are two reception classes for children entering the school as they approach five years of age. In one class, all the children were admitted in September. They are admitted into the other in the January of each year. Children generally enter the nursery and reception classes with skills and experience that are below average for their age. Their experience of language and literacy is often well below average, particularly for boys. However, on entry to reception, children's knowledge and understanding of number, shape and space is much closer to national expectations.
48. Arrangements for admission to the nursery are satisfactory but they are being revised in the light of staff changes. Parents make two preliminary visits and children leave early when they first start full-time in the nursery. There is good co-operation with parents and staff offer a very high standard of care to children. Links between the nursery and the reception classes are close and productive and joint planning takes place. Teaching is consistently good and nursery nurses and classroom assistants make a very positive contribution to children's development. Staff carefully monitor the balance of each child's experience, make accurate observations and promote children's progress. Those children who are learning English as an additional language are carefully tracked by the teacher and they make good progress. Children who have special educational needs benefit from the careful observations and assessments carried out by teachers and they generally make good progress. The need to increase numbers in the reception year has forced the school to use some accommodation that is acknowledged to be unsatisfactory and this affects the comfort of the children inside the school and limits their activities in the open air.

Personal, social and emotional development

49. Provision for children's personal, social and emotional development is very good in the nursery and the reception classes. In the nursery, children quickly adapt to the activities and routines, becoming independent about using the toilet and putting on coats, choosing their activities and playing alongside other children. They learn to share wheeled toys, climbing apparatus and slides safely and begin to take turns when the whole group is gathered together for story times. They venture into the main playground and enjoy moving about this larger space when older children are not using it and they begin to take part in whole school events, like assemblies. In the reception classes, children show increasing confidence in moving about the school and take a full part in the school's assembly. They play co-operatively with each other in dressing-up games and in role-play areas and they understand that there are different rules for the more and the less formal parts of their day. Teaching is good. The staff show kind and patient behaviour to the children and explain to them clearly how they should behave towards each other. When they use praise, it is focused on what the children have done right. Children make very good progress in this area of learning and will reach the early learning goals by the end of the reception year.

Communication, language and literacy

50. The school makes good provision in both the nursery and the reception classes for communication, language and literacy. In the nursery, children quickly improve their ability to listen to each other and to talk about everyday experiences to the rest of the group. They use a variety of tools to cut, paste, draw and paint, helping them develop their hand control and they begin to recognise and write letters and their names. They enjoy listening to stories like 'The Gingerbread Man', comment on the pictures and join in familiar repeated parts of the story. In the reception year, children speak to the class with confidence and communicate facts as well as their feelings. They will spontaneously initiate conversations with a teacher.

51. Children in both year groups know how books work and that they tell a story. They can use the pictures in a book to re-tell the story and many can 'read' simple books, using their memory of the story and words that they recognise. A few can read simple books confidently and accurately. The older children know many of the letter sounds and know what full stops and capital letters are for. They understand the use of exclamation marks and really enjoy putting emphasis on particular phrases, such as 'Wake up, Susan!', in their story time. Many children are very observant about print. For example, one child drew his teacher's attention to 'little spots', (speech marks), in the text. Children play at writing and begin to write recognisable letters and words. They enjoy making lists of things and people, such as the names of the people woken up by Susan, in their story.
52. Children make good progress and will reach the standards expected in most areas of communication, language and literacy. However, their spoken language remains a little below the expected level and this may be, in part, because of the emphasis given to more formal activities in literacy at the expense of talking and listening. Teaching in communication, language and literacy is consistently good. Teachers prepare work very well, make accurate and useful observations, which they use to promote the progress of each individual child and ensure that children really enjoy every session. However, the introduction of the full National Literacy Strategy early in the reception classes is not always appropriate and plans need to be adapted in the light of the teachers' very good knowledge and understanding of how young children develop and learn.

Mathematical development

53. Provision for children's mathematical development is good in the nursery and very good in the reception year. In the nursery, children have access to puzzles and games which help them develop a sense of shape, size and weight and they learn to count how many children are in their group, touching them on the head to ensure they are counting and not just saying the numbers. They enjoy singing number songs and reciting counting rhymes. The older children in the reception year can recognise written numbers up to ten and most can put them in the correct order when they are muddled up. They can sing and recite a wide variety of number songs and games and, through these, they are beginning to count onwards and back. For example, they count back in twos to the song, 'Ten Little Sausages Frying in a Pan'. They use appropriate vocabulary of size, shape and measurement. Teaching is good in the nursery and very good in reception. Here, the teacher constantly reinforces language and concepts in ways that ensure that the maximum benefit is gained from activities and in ways that children find intensely enjoyable, so that they really work hard and are sorry when the sessions are over. The teacher makes sure that all children have work that they can do, but only if they try hard, so that children of all abilities achieve success and make good progress. Children will reach the expected standards by the end of the year and many will exceed them in this area of learning.

Knowledge and understanding of the world

54. There is good provision for developing children's knowledge and understanding of the world throughout the Foundation Stage. Most will reach the standards expected by the end of the reception year. In the nursery, children have the opportunity to act out different rôles, in the home and shop corners, for example. Talking about events in their lives helps them to develop a sense of time and change. Children experience how materials can change and be made into different objects through playing with small toys and construction materials, sand and water. Baking gingerbread men is another, enjoyable example of this. Children have opportunities to observe the fish in their aquarium and to look at plants in the playground. They examine their reflection in mirrors and play drawing and number games on the computer. In the reception classes, children learn about their own bodies and experience all sorts of materials directly through their senses. They go out for walks in the area around the school and have visits from nurses, firemen and animal handlers. Teaching is good. Teachers use good questions and provide clear explanations to ensure that children get the most out of their experiences.

Physical development

55. Provision for children's physical development is good in both nursery and the reception classes. Nursery children have ample opportunities to use tools and materials that help them develop co-ordination and accuracy in small movements. They learn to climb, jump and slide on the apparatus in the nursery playground and in the large playground they improve throwing, catching and rolling skills. They begin to invent and practice different ways of moving by imitating a dragon or a chicken, for example. They have great fun in these activities and use a healthy level of physical effort. Reception class children move to music in the school hall in different ways, forwards, sideways and on tiptoe and they learn to change speed, stretch or curl up into a ball when the music changes. They move with increasing accuracy, sharing space well by the end of the reception year. Teaching is good in this area throughout the Foundation Stage. Teachers plan activities that children enjoy and take every opportunity to compensate for the cramped classroom accommodation by using the halls and playgrounds, whenever possible. Children will reach the appropriate goals for physical development by the end of the Foundation Stage.

Creative development

56. Provision for creative development is very good. From the first days in the nursery, children are encouraged to express themselves through painting, drawing, modelling and imaginative games. When using paint, they experiment with handprints, brushes, rollers and templates and they draw from life, for example, making pictures of the goldfish in the nursery. In the reception classes, children extend their experience, making Michaelmas daisies out of sticky paper, drawing themselves as angels in the Christmas concert and drawing portraits of themselves to place in 'house' booklets, behind a picture of their own front door. They develop their imagination through role-play and dressing up activities and they interpret music through their movement and dance. Teaching in this area is very good. Teachers have extremely good knowledge and understanding of the creative arts and plan activities very well. They are very aware of how the classroom looks and where to place pictures and displays to interest the children. Children will clearly reach the learning goals in this area by the end of the reception year.

ENGLISH

57. The standards reached should be set in the context of the school's intake, where around one in five of the pupils speaks a language other than English at home and many pupils who join the school after the reception year are at an early stage of learning English. These factors have an adverse affect on standards in national tests, but the school's results are still good when compared with those of similar schools.
58. Although most pupils in the reception class are working at the levels expected for their age, teachers' records show that the majority of pupils entered Year 1 at the beginning of this academic year with below average skills in all areas of language and literacy. Lesson observations and the scrutiny of pupils' written work show that, despite satisfactory progress in the infants' section, standards of attainment in reading, writing, speaking and listening in Year 2 are below the nationally expected levels. Overall standards in Year 6 are also below the expected levels. The school's improvement is just keeping pace with national trends. The proportion of pupils reaching higher levels in English is very small, although a few pupils, mostly bilingual, are quite close to these standards in reading and in writing. The targets set by the school were not met in 2001 and the school's own assessments for the current Year 6 indicate that the targets may again be narrowly missed.
59. Most pupils in Years 1 and 2 are good listeners and follow their teachers' explanations and instructions carefully. When working in a small group, searching for information about the Victorians on the Internet, pupils asked relevant questions about the queen's age in different photographs. Most pupils are confident speakers and are helped to extend their understanding of new words through their teacher's skilful questions. Teachers and classroom assistants promote the use of spoken English by modelling phrases and vocabulary and encouraging pupils to use

them for themselves. Pupils are keen to re-tell familiar stories, with puppets and storyboards, for example, and extend their oral skills well through this practice. Pupils of different abilities are encouraged to work and play together and this supports their growing confidence in speaking and listening. This is particularly helpful for pupils learning English as an additional language. Despite the good provision, most seven-year-old pupils lack the skills, confidence and vocabulary to talk in extended sentences.

60. Many pupils begin Year 1 with a limited knowledge of books. Teachers build effectively on the work of the reception class and broaden pupils' experience through literacy lessons that are enriched with stories, rhymes and songs from different cultures and times. Using a structured reading scheme, pupils are taught letter sounds and learn to recognise a growing number of words on sight. Teachers work hard to develop the home-school partnership by sending books and helpful messages home so that children can have more individual help and practice in reading. Where parents and carers are actively involved, there are clear gains in their children's confidence, knowledge and skills. Teachers introduce new letters and words to pupils in the order set out in the framework for the National Literacy Strategy. However, they do not use a structured programme for teaching letter sounds and blends, nor do they assess pupils' progress in enough detail to plan accurately the next stage of learning. As a result, many pupils do not have a secure enough knowledge of letter sounds to tackle new words with confidence. This also affects their progress in spelling.
61. Although most pupils can suggest creative ideas for story development, with prompts from their teachers, very few are able to write a complete story that has an opening, a middle and an ending. A few higher-attaining pupils, several of whom are bilingual, make good progress in writing and produce grammatically correct, though brief, stories and diary entries. They work independently and use spelling books and dictionaries with confidence. Most pupils understand that full stops and capital letters indicate sentences and, when their attention is drawn to them through their personal writing targets, they are beginning to use them reliably. However, many pupils depend on adult help to produce even a brief piece of writing and still struggle with handwriting and spelling. Frequent handwriting practice is helping many pupils to improve the presentation of their work and regular homework helps pupils make good progress in spelling.
62. Although most pupils make satisfactory progress in speaking and listening as they move through the school, standards in Year 6 remain below average. Pupils listen attentively to their teachers and to each other, but only a few are able to develop their ideas logically in discussion or use more than a very basic vocabulary. Most pupils learning English as an additional language make good progress in gaining oral skills, as teachers promote group and paired work, ensuring that they work with fluent English speakers. Useful opportunities for rôle-play and drama are often planned but more could be done to extend pupils' understanding of technical vocabulary to support their learning in other subjects, such as geography and history.
63. In reading, most pupils make sound progress through the junior section, while those with identified special educational needs are helped to overcome their reading difficulties. Where pupils work with trained teaching assistants on a structured reading programme, often in small groups, their progress is rapid. Not all pupils who have difficulty in learning to read are receiving additional help, however, and, as a result, a significant minority struggle with classroom tasks that require reading. Pupils' independence grows through being encouraged to select their own books from class libraries and to keep personal records of their reading preferences. Many pupils read widely for pleasure and are able to discuss characters and authors. Higher-attaining pupils, several of whom are bilingual, refer to the text to explain the plot and are able to infer the author's meaning through characters' actions. However, many pupils do not read with enough accuracy or take enough account of punctuation to understand their stories. Most pupils can use the library to find reference books and, with prompting, can use indices and glossaries. Opportunities to develop reference and research skills are not developed consistently through the school. Many pupils in Year 5 for example, are more confident library users than those in Year 6 and, although the library has been greatly improved recently, there is still a shortage of non-fiction books to cover the range of interests of older and more able pupils.

64. The quality and range of pupils' written work is influenced by their skills in spoken English, the range of their reading experience and the opportunities for writing for different purposes. The majority of written work is related to literacy lessons and includes play scripts, poems and letters, as well as stories. A scrutiny of this work shows that most pupils are making sound progress in writing. However, there is little extended writing and few examples of using information and communication technology or drafting to improve the content, structure, style or the range of descriptive language. The school does not provide enough activities to develop literacy skills through subjects other than English and, as a result, additional practice in writing in different styles and for a range of purposes is reduced. All pupils have relevant individual targets to help them to improve the quality of their reading and writing. The positive effects of this can be seen in the more frequent use of interesting words and the growing complexity of sentence structure.
65. Handwriting and presentation are variable across the school. Handwriting is regularly taught and pupils are expected to use a joined style and to write in pen from an early stage. This helps many pupils to improve, as can be seen in their handwriting books. However, they are not consistently encouraged to join the letters and the agreed handwriting style is not uniformly displayed or taught through the school. Some teachers accept poorly presented or unfinished work when they know that pupils are able to do better.
66. Pupils are keen to achieve well in English. They approach their work in a mature and conscientious manner and most work with sustained interest and concentration. Behaviour in lessons is good and pupils co-operate well together. Good relationships are a strong feature in all classes and this has a significant impact on pupils' progress and on their developing self-esteem. Most pupils say that they enjoy reading and have very positive attitudes to books. All appreciate being able to use the welcoming library.
67. The quality of teaching and learning is good, overall. Teachers plan their lessons carefully, following the recommendations of the National Literacy Strategy, in order to optimise the amount of sustained direct teaching during the literacy hour. The best lessons have a brisk and purposeful pace with enough time set aside for sharing, reinforcing and assessing pupils' learning at the end of the lesson. Where the teachers share clear objectives for learning with the class, pupils concentrate and learn more effectively. A feature of less effective lessons is that teachers rely too much on explanation as a means of conveying information without using questions to check that new learning has been understood. Where this occurs, pupils, particularly those learning English as an additional language, miss key learning and have difficulty in completing the independent tasks that are set. Enlarged texts and white boards are used well to support reading and writing activities. Shared writing is taught very effectively through the use of written prompts. These help pupils develop creative ideas that are then recorded by the teacher, giving pupils confidence to move on to independent writing, using an agreed framework.
68. Teaching assistants contribute well to group and independent work in most lessons, but could do more to assess and support the learning of individual pupils during whole class sessions. Teachers regularly assess pupils' progress and use the knowledge they gain to plan tasks that meet pupils' learning needs and to set, with pupils, individual targets to help them to improve. Many of the tasks in lessons are heavily directed by the teacher and involve the completion of prepared work sheets, giving too few opportunities for pupils to take control of their own learning. This, in turn, often leads to less writing activity which the pupils plan and improve through re-drafting.
69. The school has adopted an amended version of the National Literacy Strategy as the basis for long and medium-term planning in order to avoid repetition for pupils who are in mixed-age classes. Teachers regularly meet the English co-ordinator to evaluate the success of their plans and to adapt them to the learning needs of the pupils. There are effective procedures for assessing pupils' progress in writing, where pupils are regularly given different types of writing to complete in a given amount of time. Teachers work together to check each other's marking of the scripts but, as several teachers are inexperienced with their age group and there has been little external moderation, there are inaccuracies in the levels awarded. Pupils are helped to progress in reading through termly assessments that are used to plan individual reading targets, and a useful analysis

of test results in Year 6 that indicates aspects of comprehension that are causing difficulty. Teachers have recently agreed a policy for marking, but this is not yet embedded in classroom practice.

70. Up to the beginning of this academic year, the subject was well led by two informed coordinators. Owing to the promotion of one and the illness of the other, there has been no co-ordinator for English since September and the deputy head teacher is providing temporary cover. There have been improvements in all the areas for development identified in the last inspection. The library, in particular, is now contributing more effectively to pupils' progress in literacy. Staff training has been thorough and national programmes to help pupils to catch up in literacy are being effectively incorporated into the work of the school. However, it has not yet been possible to provide comprehensive staff training in the programmes set out in the National Literacy Strategy for teaching spelling, grammar and letter sounds. Information and communication technology is not being used effectively.
71. Teachers have worked hard to improve the quality and use of their assessments and there is now a wealth of information about every pupil. Not enough use is made of the information for planning for school improvement, as it is not collected into an overview that is easy to analyse. As a result, individual pupils' progress is not always tracked accurately and those who are not making the expected amount of progress are not always identified and given additional help as soon as they should be. There are good procedures for monitoring the quality of teaching and a strength of the school is the shared commitment of teachers and support staff to continuing improvement.

MATHEMATICS

72. Pupils' school work shows that the standards in Year 2 are below the nationally expected levels. There is little difference between the standards of the work currently achieved and the test results in 2001. There is frequently little difference between the levels of work undertaken by pupils in the three classes for pupils in Years 1 and 2. Consequently, potentially higher-attaining pupils are not appropriately challenged in all aspects of the subject and are working at a broadly average standard. The majority of pupils make satisfactory progress. Pupils with special educational needs make good progress from their different starting points, as do those learning English as an additional language.
73. Inspection findings show that standards achieved by pupils in Year 6 are in line with those expected nationally and these, too, match the results of the 2001 tests. There is an improving trend in the junior section and most pupils are making good progress. The factors contributing to the improvement are the careful analysis of the results and the impact of additional booster classes that develop pupils' skills in numeracy. Pupils who have special educational needs and those for whom English is an additional language achieve well in what they do and make good progress. The quality of teaching is good, overall, and engenders good positive attitudes from the pupils. However, pupils have too little practice in solving numerical problems and, as a result, they have difficulty both in understanding 'real-life' problems and in finding methods of solving them. As in the infant section, potentially higher-attaining pupils are not always sufficiently challenged in lessons.
74. By the age of seven, most pupils can count to one hundred and identify odd and even numbers. Pupils write correctly and order digits accurately. They begin to understand the concept of doubling numbers and can count in twos and tens. Most pupils understand addition and subtraction and are developing a sound knowledge of the two, five and ten times multiplication tables. They use both standard and non-standard units of metric measure in the context of length and height. For example, pupils have measured the height of other pupils in their class and recorded their results in a pictogram. On another occasion, they made tally charts of the buses going to Surrey Quays and London Bridge and produced a bar chart to show their findings. Pupils recognise two and three-dimensional shapes and can accurately describe some of their features.
75. By the age of eleven, pupils have studied Napier's Rods as a means of multiplication. They undertake work in all four rules of number. They explore factors of numbers up to fifty and

recognise square numbers. Most pupils understand the links between equivalent fractions, decimals and percentages. Higher-attaining pupils have a good understanding of probability and averages. They use words such as 'range', 'mode' and 'median' in the correct contexts. Most pupils are confident in finding angles in different shapes and can recognise line symmetry. Pupils collect data and competently produce a range of graphs to display their findings.

76. The school's strategy for numeracy is satisfactory, although the use of numeracy skills to support work in other subjects is limited. In science, for example, pupils increase their knowledge and understanding of line graphs by reading appropriate information and interpreting results. In art, pupils have painted lines and curves in the style of a range of European artists. Throughout the school, pupils experience difficulties in using and applying their knowledge to solve mathematical problems, although this is often due to weak skills in literacy.
77. The overall quality of teaching and learning is good and some very good teaching was seen. There was no unsatisfactory teaching observed in mathematics. There have been some improvements in the quality of teaching since the last inspection. Lessons are well structured, based on the National Numeracy Strategy and teachers make the necessary allowances for pupils' differing attainments. While most pupils are well supported in learning, the standards achieved by those who are potentially higher-attaining pupils are sometimes limited by inappropriate tasks. Pupils with special educational needs and those pupils who have English as an additional language are supported well in mathematics and the work set matches their needs.
78. Teachers have good knowledge and understanding of the subject and they give thorough explanations and demonstrations. Clear learning intentions are shared at the beginning of the lesson and revisited during the plenary session at the end of the lesson. Introductory activities pay due regard to pupils' mental and oral work and are used well to develop skills for carrying out mental calculations. Good use of questions helps to clarify pupils' understanding of concepts and methods of working. In all lessons, teachers expect pupils to behave well and they use time and resources effectively. Teachers' management of pupils is good and very consistent. Relationships between staff and pupils are good.
79. The best lessons start briskly and continue at a good pace, with smooth transitions between whole-class and group-based activities. Teachers deploy themselves and support staff effectively, circulating around the working groups. In one very good lesson, pupils were given the opportunity to experiment and have a go at inverse multiplication. In this lesson, the teacher used assessment to inform her planning, setting appropriate work at differing levels and she communicated very well with all the pupils. As a result, pupils responded very well and made very good progress in their learning. On a few occasions, the pace of lessons was slow and too much time was spent on lengthy explanations, so that the plenary session at the end of the lesson was too brief.
80. Teachers use a good range of methods and resources to develop pupils' understanding. For example, white-boards are used effectively in most lessons. Pupils are encouraged to record their work swiftly and then share their answers with the teacher and other pupils. Learning support staff are well prepared and talk quietly to pupils when necessary, to expand on what the class teacher is saying. As a result of this, pupils are well engaged and maintain their interest during the whole lesson. Overall, good use is made of the time at the end of the lesson to check pupils' understanding and to celebrate the pupils' achievements. Marking is satisfactory, although teachers provide few evaluative comments. Suitable homework is set regularly.
81. Information and communication technology is not used sufficiently. While the school has some programs to support mathematics, there are not enough to support all the areas of the curriculum at the right levels. Pupils do use computers for mathematical games, to create spreadsheets or to analyse data. Resources are satisfactory.
82. The school uses the National Numeracy Strategy as its scheme of work. The subject co-ordinator has a detailed action plan which includes a good range of strategies to improve quality and standards. Strengths in the curriculum include the teaching of number and data-handling. Areas

for improvement include the use and application of new technology, practical mathematics and a sharper focus on assessment. Leadership and management of the subject are generally good and the co-ordinator monitors the quality of teaching and planning well. However, pupils' books have not been reviewed regularly. There are assessments every half term and teachers use these satisfactorily to guide their planning. Targets are not set in mathematics and the school does not use the non-statutory tests in Years 3, 4 and 5. Pupils' progress is monitored against the school's key objectives in numeracy. The school has made good improvement since the last inspection.

SCIENCE

83. During the inspection, most seven and eleven-year-olds were working at levels close to those expected nationally, but too few were attempting the higher levels.
84. By the end of Year 2, pupils know about healthy, balanced diets and understand some of the effects of exercise on the body. They know that materials have different properties and have experienced handling and grouping different materials. They are beginning to make predictions in their investigations and to think about observations they have made. By the end of Year 6, pupils can use conventional symbols in circuit diagrams and know the effect of altering the number and arrangement of components in a circuit. They can form a hypothesis, make predictions and present their results in the form of a line graph. They know about reversible and non-reversible changes in materials. Pupils with special educational needs are well supported, make good progress and are fully included in all activities. Pupils who are learning English as an additional language are helped to make good progress by clear explanations and attention to learning new vocabulary.
85. Teaching in science is good, overall. It was satisfactory in the infant classes and it was good in one lesson out of three. In the junior classes, teaching was good in more than half the lessons seen, with one lesson in five being very good. No unsatisfactory teaching was seen in science. Teachers' knowledge and understanding of the subject are good throughout the school. They teach with confidence, making lessons enjoyable and interesting for pupils. They usually give clear explanations and place appropriate emphasis on developing scientific vocabulary. However, the scientific content of some lessons in the infant classes is sometimes meagre or undemanding. For example, in one lesson, pupils made bendy puppets, using their knowledge to choose materials for the joints. This did not make good use of the very small allocation of time to science.
86. In the most successful lessons, work is tailored to the needs and abilities of different groups of pupils, so that all have work in which they can succeed, but which requires real effort to do so. For example, in lessons on electrical circuits, more difficult tasks were planned for higher-achieving pupils in Years 5 and 6. The emphasis placed on co-operative working in pairs and groups makes a good contribution to pupils' social development. A weakness in teaching in some lessons is that too much time is taken up by the teacher talking and activities are too heavily directed by the teacher. Pupils sometimes find it difficult to maintain their concentration and good behaviour under these circumstances, although they really enjoy science. Occasionally teachers' management of pupils' behaviour is not fully effective.
87. Marking is inconsistent in quality. Sometimes, teachers make helpful comments and, at other times, they fail to comment on very untidy or unfinished work. There are satisfactory arrangements for assessment. Pupils' work is assessed twice a year and levelled according to the criteria set out in the National Curriculum. However, assessment over the school year needs to be further developed so that developments in pupils' skills, knowledge and abilities are tracked, not simply the work they have covered. Pupils' ability to write English is generally sufficient to support their work in science, but their spelling is often poor. Information and communication technology is used a little in science, but this is not routinely planned, largely because of the inadequate provision of computers. Overall achievements are satisfactory. A good recent development has been the organisation of occasional special lessons for the most able pupils under the provision for gifted and talented pupils.

88. The role of science co-ordinator has developed well since the last inspection and there is evidence of sound monitoring of lessons and planning. There is, however, too little time allocated to science, especially in Years 1 and 2. This puts pressure on teachers, who feel that they need to present a lot of information in a short space of time. Consequently, they often talk too much and are too directive. This means that pupils seldom make scientific investigations for themselves, although, when they do, they clearly enjoy it and it greatly improves the quality of their learning. The comparatively small allocation of time to science may contribute to the lack of attainment at the higher levels in standard assessment tests.

ART AND DESIGN

89. The school has maintained high standards in art and design since the last inspection.
90. By the end of Year 2, pupils can make careful observational drawings of leaves and use lenses to examine their subjects in more detail. They can develop and continue patterns, using a small piece of patterned fabric as the centre of the composition and make imaginative drawings to illustrate fairy tales.
91. By the end of Year 6, pupils have studied the work and life of many artists, such as Kenneth Noland, Robert and Sonia Delaunay and the black American artist, William H. Johnson. They have made their own interpretations of the work of an unusually wide variety of artists from Europe, America and Africa. They study composition and are beginning to evaluate designs. They make careful arrangements of objects and use a viewfinder to help them draw selected details. Their three-dimensional work includes well-crafted vases inspired by Ancient Greek pottery and masks and decorated boxes. All pupils make good progress and achieve well. Pupils with special educational needs have good access to the practical tasks, as do those who are learning English as an additional language. Talented and gifted pupils have recently been able to work on their own project, based on drawing and painting musical instruments, and work of a very high standard has been produced.
92. No lessons could be observed for five to seven-year-olds during the inspection. Nevertheless the quality of the pupils' work indicates that there is good teaching. Teaching in the lessons seen in the junior classes ranged from satisfactory to very good, but the volume of high quality work done by pupils indicates that teaching is good, overall. In the lessons where best practice is seen, teachers extend pupils' ideas by skilled questioning, choose interesting materials and illustrations for them and help them evaluate their own work and that of their classmates. There is good focus on understanding which tools are appropriate. Occasionally, materials, though well chosen, had not been carefully enough prepared, for example, by mounting. In these cases, pupils found it difficult to treat the materials as worthy of careful attention. Assessment is not yet fully developed and records tend to show what topics have been covered rather than what skills and knowledge pupils have gained.
93. Art and design is enthusiastically co-ordinated by knowledgeable and active teachers. They have arranged high quality in-service training and they coordinate themed displays throughout the school. These are of very good quality and make a significant contribution to the learning environment in the classrooms, halls and corridors. Resources are good and contribute very positively to the pupils' cultural development.

DESIGN AND TECHNOLOGY

94. Only two lessons were seen in design and technology. Additional evidence was drawn from looking at planning, examples of pupils' work, displays and discussion with the subject co-ordinator. Standards in Year 2 are close to those expected nationally and they have improved slightly since the last inspection. However, standards in Year 6 are below those expected and have not significantly improved since the last inspection.
95. By the age of seven, pupils understand basic cutting and joining techniques. They develop their competence in using simple tools and equipment such as, scissors, adhesives and straws. Pupils have produced effective working models of 'Incy Wincy Spider', which can be made to climb by using a simple winding mechanism made up of egg boxes, plasticine, dowelling rods, cotton reels and thread. They designed their models and then evaluated both the designs and the models. As part of a mathematical exercise, pupils design a London bus, using photographs as a stimulus. The design showed all the parts labelled accurately with a list of the materials used. Pupils used wood and cardboard. Wooden wheels were attached to ensure that the model vehicle moved. Pupils tested and evaluated the finished products.

96. By the age of 11, pupils have experienced only a narrow range of designing and making. In the younger junior classes, the work with paper 'mechanisms', such as pop-up cards, sliding figures and moving joints, is quite basic and pupils have not developed their skills sufficiently beyond Year 2. Pupils in Year 4 used an electrical circuit to light up diva lamps, when celebrating the religious Hindu festival of Divali, but pupils in Years 5 and 6 also used exactly the same principle to design small shelters to celebrate the Jewish festival of Sukkot. The quality of the designs and the models were not of a high enough standard for pupils in these year groups and there was insufficient development of knowledge, skills or understanding between the year groups. Junior pupils have not had a wide enough range of experiences in the subject or used a wide enough range of tools, skills and techniques. There is insufficient time allocated to the subject to allow skills to be taught progressively. This contributes to the gaps in pupils' knowledge, particularly in systems and information and communication technology control. Although the required skills are planned for, they are not being taught systematically and work is sometimes repeated in the mixed year groups.
97. There was insufficient evidence to make a firm judgement on the quality of teaching. In the lessons seen, teaching was satisfactory overall and pupils, including those with special educational needs and those learning English as an additional language, made satisfactory progress. Teachers manage pupils well and have satisfactory knowledge of the subject. They draw on pupils' interests and experiences to provide activities that will interest them. However, their expectations of pupils' achievements are too low and the activities chosen in lessons were undemanding for the ages of the pupils. Teachers' planning is based on the national guidance. Resources are adequate in range and quality and organised centrally. These include resources for food technology. There was no evidence during the inspection of new technology, particularly computers, being used as part of a design process.
98. Leadership and management are broadly satisfactory. The co-ordinator for design and technology is experienced and is aware of the strengths and weaknesses in the subject. Monitoring of teaching has been carried out by the co-ordinator. Assessment procedures are not fully established and do not produce sufficient information to assist in curriculum planning or to plan tasks which build on pupils' differing levels of attainment. Some progress has been made in the infants since the last inspection, but standards have not been raised to a higher level.

GEOGRAPHY AND HISTORY

99. There was insufficient evidence available to form secure judgements about the standards of attainment, teaching or learning in either of these subjects. Two lessons were seen in each subject and, in these, the quality of teaching and learning and pupils' attitudes were satisfactory, overall. Standards of attainment were just below the levels expected for the pupils' ages.
100. Apart from a small amount of written work in history, there was no other evidence on which to base judgements in either subject. Discussions with pupils reinforced the impression given by the written work seen that they undertook little original investigation and a lot of work was copied or was heavily directed by the teachers. Although pupils did remember what topics they had been studying in previous terms, they remembered little detail and few could recall any subject-specific language. Year 6 pupils, for example, did not know the meaning of words such as 'canopy', although they had been working on the rain forests, or 'estuary', although it is a relevant word that they should have learned in the National Curriculum unit on rivers. They had reasonable recall of work that they had done in history, but their historical sense was not well developed. Pupils in Year 2 had much less recall of their previous work in either subject and did not remember any subject-specific language.
101. This apparent lack of progress and achievement is linked to the way that the subjects are timetabled through the year. History is blocked for one term and geography for another and there is generally a gap of two terms between blocks in each subject. In this time, many pupils forget what they have learned unless it is reinforced continually in other subjects. Although this is what is intended in the school's planning, there is no evidence that it has been done successfully.

102. The subject co-ordinators are well organised and have good ideas for developing their subjects, but they have little evidence of progress or attainment to fall back on and little opportunity to monitor the ways in which knowledge and understanding are progressively built up through systematic assessment or by observing lessons across the school. This is particularly important where learning in their subjects needs to be reinforced in other lessons. The way in which these subjects are timetabled and taught and the way geographical and historical learning is reinforced in other subjects are key areas that need careful scrutiny by the school's senior management team.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Standards in information and communication technology are below the nationally expected levels throughout the school. At the last inspection, there were gaps in the provision and uneven attainment, but there were some areas in which pupils were attaining at or above the national expectations. This continues to be the case.
104. By the end of Year 2, pupils know that the Internet can be a source of information. They are beginning to use a 'mouse', but are still not confident or very proficient at pointing and clicking. This is mainly due to a lack of direct experience. By the end of Year 6, pupils can use a spreadsheet to enter data and calculate the average height of the girls and boys in the class. They know that the computer can do the calculations much faster than they can do them, either with pen and paper or with a calculator. Pupils can get information from a CD ROM to support their study of science; they know how to use search engines to gain access to information; and they have some knowledge of word-processing. Pupils enjoy the study of information and communication technology and usually behave very patiently as they try to follow the lesson from the one or two computers in the room, or wait for their turn to use them. However, there are large gaps in their knowledge and experience. Progress is often unsatisfactory. The use of computers as an additional resource for pupils with special educational needs or for those who are learning English as an additional language has not really begun and the progress made by these groups is just satisfactory.
105. Teaching in information and communication technology is generally satisfactory across the school. It was good in one lesson out of two in the infant classes observed and unsatisfactory in one lesson out of three in the junior classes. Pupils are very keen to learn, but their learning is often hampered by the lack of equipment and practical experience. Teachers, generally, have satisfactory knowledge of the subject and their knowledge and understanding is improving through in-service training and support from the subject co-ordinators. They give clear explanations and ensure that specialised vocabulary is explained and learned. They have not yet developed strategies and teaching aids to overcome the lack of equipment in the classrooms and this makes it harder for pupils to maintain concentration. Nevertheless, they manage their classes well.
106. Pupils are patient and continue to try hard, because they enjoy the subject. Opportunities for using information and communication technology in other subjects are frequently missed. They are not planned into the lessons, because there is not sufficient equipment. There are, however, examples of effective practice, where good organisation allows the use of equipment to be maximised. Teachers often pay insufficient attention to the correct use of equipment. For example, in one class, some pupils held the mouse in their left hand and stood to use it, rather than sitting correctly in front of the screen. This can lead to bad habits and poor posture. Many lessons are dominated by the teacher talking about the subject. Again, this is the result of there being only one ordinary computer screen in the classroom that few pupils can see adequately.
107. There has been good progress in recording and assessment since the last inspection. The school has recently introduced books about information and communication technology and pupils can now save their work onto disk. There is not yet an effective system for tracking pupils' knowledge skills and understanding and this is an area for development. The co-ordinators work hard to monitor planning and teaching and to support their colleagues. They have established a good scheme of work, but planning for the youngest pupils allows only very slow progress, with no opportunities for pupils to practise skills and retain what they have learned. The school has

recently made a major investment in updating and networking its equipment. Nevertheless, resources still fall far short of standards generally seen in schools and this is holding back the progress of pupils.

MUSIC

108. Only one music lesson was observed during the inspection, as most lessons are taught by the specialist music teacher at the end of the week. Judgements are, therefore, based on teachers' plans and records and discussion with pupils in Year 6.
109. Pupils, including those learning English as an additional language and those with special educational needs, are making satisfactory progress in music. They achieve the standards expected at the ages of seven and eleven in singing and performance, but have not had enough experience of listening to and appraising different types of music to have developed the expected levels of musical knowledge or understanding. Nevertheless, standards have risen since the last inspection, when they were judged to be below the expected levels. This improvement is due to effective action by the school to tackle issues raised by the inspectors, and also to the valuable contribution made by visiting musicians and specialist music teachers.
110. The pupils in Year 2 sing tunefully. They listen carefully and repeat rhythms clapped by their teacher and play different percussion instruments musically. Pupils are developing a musical vocabulary related to tempo and dynamics and use it to decide which instrument will best provide the sound that they want - to represent rain or thunder, for example. The pupils rehearse and perform together well, following the teacher's instructions for starting and stopping and keeping to a steady pulse. Pupils in Years 5 and 6 recently joined with another local primary school to perform with the English National Opera. The experience has considerably developed their musical skills, as they sing with confidence, project their voices well and sustain pitch. Those who learnt instrumental parts play with control and accuracy. They count rests and maintain their own parts while listening to the overall effect. Their skills in performance and their ability to remember rhythmic and melodic phrases are of a much higher standard than is normally seen in primary schools.
111. Although the pupils have had little experience of using notation to record their musical ideas, they are confident in improvising rhythms and melodies, individually and in groups. Pupils' knowledge of music from different times is slight, however, and their musical vocabulary is not sufficient to enable them to describe or compare different kinds of music, other than songs. They have not had the experience of using information and communication technology to record or produce their own sounds and, in these aspects of the curriculum, standards are below the expected levels. Pupils display real pleasure in making music. They concentrate well and are proud of their achievements. They treat instruments well and share them generously. Older pupils listen to each other carefully and offer helpful ideas for improving performance. They confidently express their creative ideas and value those suggested by others.
112. Teachers' plans for music suggest that lessons are well organised to include plenty of active music-making with voices and instruments. Songs from around the world are carefully chosen to help pupils value and respect each other's cultures. In the lesson observed, the teacher's sensitive questioning and repetition of key phrases enabled pupils learning English as an additional language to gain confidence in speaking. The weakness identified in the last inspection has been successfully addressed through the appointment of two specialist music teachers who share most of the teaching.
113. The school has a rich programme of regular musical performances that give pleasure to pupils, their families and the community. These performances make a very positive contribution to the ethos of the school and to the pupils' personal development. The curriculum for talented pupils is enriched with instrumental lessons supported by the 'Excellence in Cities' project but, apart from these activities, there is little other music-making out of school hours. Resources for music have been considerably improved since the last inspection and the music room is inviting and well used. The recently appointed music co-ordinator has already recognised that there is a shortage of recorded music and that information and communication technology is underused. There is an appropriate scheme of work and the yearly programme for music teaching indicates that action has been taken to prevent key aspects of the music curriculum from being under-emphasised.

PHYSICAL EDUCATION

114. Pupils of all ages, including those with special educational needs and those learning English as an additional language, make satisfactory progress. Pupils with physical difficulties are particularly well integrated into the activities and sensitively supported by their classmates, as well as by the teachers and support staff. Pupils were achieving the nationally expected standards or better in all the dance and gymnastics lessons, seen except one in both the infant and the junior sections. The great majority of pupils can swim twenty-five metres before the end of Year 6.
115. In one excellent lesson, standards in dance and movement were well above those normally expected for nine-year-olds. The teacher was completely assured and confident in her knowledge of the work and her management of the class. Very good preparation enabled her to conduct a progressively more demanding programme of vigorous activities that explored and developed a full range of movement from the warm-up at the start to the cool-down at the end. Her excellent rapport with the pupils, her skilful selection of appropriate exercises and her sense of humour encouraged full participation and the class responded with great enthusiasm, concentrating very hard and working at full stretch. The lesson proceeded with great pace and yet it contained moments of stillness and discussion, when finer details of movement were identified and practised by the pupils as they closely observed and appraised the work of other groups. For example, the teacher halted one group who were devising jack-in-the-box movements and asked them to consider what would happen after they had sprung up out of their boxes. This resulted in some wonderfully expressive movement, requiring a great deal of concentration and control, as the 'toys' continued to bob about on the ends of their springs until they reached an absolute standstill. By the end of the lesson, pupils had devised and performed a range of movement patterns exploring floppiness and tension, large and small movements, speed and lightness and weight. They understood how they had achieved these goals and how their movement was building towards performances based on the dolls' scene in 'Chitty, chitty, bang-bang' that had been shown to them and discussed at the start of the lesson. They left the hall quietly, tired, but happy and proud of their achievements.
116. The quality of teaching and learning is satisfactory, overall. Most teachers have a satisfactory knowledge of the subject, although they perform and demonstrate with varying degrees of confidence. They provide clear explanations at the starts of lessons and the warm-up and cool-down sessions are well thought-through and carried out. Lessons are well planned and pitched at an appropriate level. Pupils' attitudes and behaviour are generally good. They enjoy the subject and most apply themselves to the activities. They understand the effects of exercise on their bodies and pay good attention to safety. They get out the mats and apparatus quickly and sensibly, lifting properly. They observe well and teachers give good opportunities for them to appraise one another's work. However, some teachers do not sufficiently stress the importance of silence in dance and gymnastics and then pupils lose the necessary level of concentration and focus. On occasions, the links between exercises are not adequately explained, for example, in transitions from balances to counterbalances. When this happens, pupils are not clear what to do and make slow progress.
117. The co-ordinator has time to monitor planning but, as she is also managing several other subjects, she has little time to observe teaching and so obtain a measure of standards across the school. This is not a satisfactory arrangement. The curriculum is satisfactory, being based on a national scheme linked to the National Curriculum. Indoor activities take place in two halls, one of which is equipped with fixed and moveable apparatus. This accommodation is satisfactory, although the spaces are a bit cramped, particularly for older pupils, and the well-polished floor of the upper hall can be slippery, unless pupils are barefoot. Outdoor facilities are good. Resources and equipment are satisfactory.

RELIGIOUS EDUCATION

118. The standards reached by seven and eleven-year-olds are close to those set out in the locally agreed syllabus although not all aspects of the junior curriculum are adequately covered.

Standards have been maintained since the last inspection. Overall progress in religious education is satisfactory.

119. By the age of seven, pupils have a satisfactory knowledge of the festivals celebrated by different religions and some of their special stories. They know that the Jews celebrate the festival of Hannukah and are aware of the significance of Christmas as a Christian festival. Pupils know that the Bible and the Torah are sacred books and that we treat them differently from other books. Pupils will be given opportunities to learn about Islam and some aspects of Buddhism during the year.
120. Younger pupils in the junior section know that Jesus is a special person to Christians and that his teaching still has relevance to believers today. Pupils in Year 4 recall the parable of the Prodigal Son and they can discuss the moral of the story. They listened attentively to the story of Zachaeus the tax collector, realising that people can change their lifestyle and improve their attitudes towards others. From their study of Hinduism, pupils in Year 5 recall the story of Rama and Sita and the birth of Krishna. Pupils in Year 6 have studied some areas of Judaism and teachers' plans indicate that they will study Islam and Sikhism during the year. However, pupils' written recording is limited and their writing skills are not sufficiently extended, particularly in Years 5 and 6, to illustrate the depth of their knowledge and understanding.
121. There is insufficient evidence to make a firm judgement on the quality of teaching across the school. In the two lessons seen, it was satisfactory. Good opportunities were provided for pupils to contribute their own ideas and suggestions. For example, in one lesson, pupils were encouraged to think about incidents in their own lives that illustrate moral principles. In another lesson, the teacher introduced the story of Krishna from the study of Hinduism. Effective questioning at the start of the lesson re-inforced pupils' learning and encouraged them to think more deeply as the story unfolded. Teachers use relevant visual materials and stories to develop pupils' knowledge and understanding. However, they do not all have a secure knowledge of the subject. In the lessons seen, all pupils' made satisfactory progress and their responses were satisfactory. Pupils behave well in lessons and this contributes to their learning.
122. Curriculum planning is based on the locally-agreed syllabus and the national guidance on religious education. The school's long-term planning emphasises learning about religion, with less focus on learning from religion. Religious education is taught in half-termly blocked units. The lack of adequate time for the subject contributes to the lack of depth in pupils' understanding and knowledge. Assessment procedures are not fully developed and assessment does not inform the next steps in planning the curriculum or in matching work to pupils' differing needs.
123. The co-ordinator has been in post for one year. She has maintained the leadership and management of the subject satisfactorily but has had no opportunity to monitor teaching or to review pupils' books. Teachers' planning has been monitored. Resources are good, although, during the inspection they were not used well to support and develop learning. Good use is made of resources within the locality, for example, through visits to the local church. Future planning indicates that pupils will visit more places of worship. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.