

## INSPECTION REPORT

### **NEW KING'S PRIMARY SCHOOL**

Fulham

LEA area: Hammersmith and Fulham

Unique reference number: 100330

Headteacher: Mrs Bridie Weston

Reporting inspector: Ms Anne Elizabeth Kounnou  
30810

Dates of inspection: 15 – 18 October 2001

Inspection number: 195544

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	New King's Road Fulham London
Postcode:	SW6 4LY
Telephone number:	0207 736 2318
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Andrew Fenwick
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
30810	Liz Kounnou	Registered inspector	Foundation Stage Art and design Design and technology Religious education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
19322	Judy Bedawi	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18849	Terry Mortimer	Team inspector	History Physical education	The provision for and standards achieved by pupils who speak English as an additional language Equal opportunities
26514	Wendy Thomas	Team inspector	English Geography Music	How well is pupils' academic performance monitored and supported? Provision for pupils with special educational needs The work of the special needs unit
12764	Amanda Tapsfield	Team inspector	Mathematics Science Information and communication technology	How good are curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

New King's Primary School occupies a large four storey Victorian building in a prosperous part of London. The catchment area of the school contains a substantial amount of local authority housing, and it is from here that most of the pupils are drawn. There are 194 pupils on the school roll, 42 of these in the nursery. Classes throughout the school are small. As is typical in this part of London, the school has a high turnover of staff, five teachers have left the school in the last two years. A hearing impaired unit caters for six pupils who are taught in the mainstream classes throughout the day. Seventy seven pupils speak English as an additional language. In addition to English, 20 languages are spoken in the school, the main other languages spoken being Arabic, Albanian, Urdu and Spanish. A few pupils are refugees, and a few are travellers. More than 50 per cent of full-time pupils, 103, are entitled to free school meals, this is well above the national average. The proportion of pupils with special educational needs is about the same as most schools, but the proportion with Statements of Special Educational Need is much higher. Many of these pupils have a hearing impairment and are cared for by a small special unit. The attainment of children is varied when they start school; overall it is well below that expected for children at the ages of three and four years.

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

New King's Primary is now a good school. The hard working staff, effectively led by the headteacher and the deputy headteacher, have brought about significant improvements since the last inspection in April 1997. By the time they transfer to Key Stage 1 the majority of children have made much better progress than could be expected and achieve standards that are typical for children aged five. Pupils do well in Key Stage 1 and Key Stage 2 achieving standards that are significantly better than those in similar schools by the time they are aged seven and 11. The quality of teaching throughout the school is much improved and is now good overall. The newly appointed headteacher already has a clear view of the strengths of the school and of those aspects which could be improved further. A strong team of teachers and governors who are committed to raising standards supports her well. This is an effective school that provides good value for money despite the very high Pupil costs.

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

- Standards in English, mathematics and science are much higher than in similar schools.
- Children in the reception class make very good progress due to very high quality teaching which is a strength of the school.
- Provision for pupils who speak English as an additional language is very good, the strong focus on developing all pupils' oral vocabulary in most lessons is a strength of the school.
- Support for pupils with a hearing impairment is very good and is a strength of the school.
- Teaching is now good throughout the school.
- Leadership and management are now good.
- Good learning opportunities are planned for all pupils.
- There is very good provision for spiritual and social development.
- Opportunities for personal development, and all relationships in the school are very good.
- Procedures for assessing pupils' progress in English, mathematics and science are good.

### What could be improved

- The school development plan does not provide the school with a clear means of evaluating the impact of spending decisions as it contains limited financial information.
- The provision for music is limited by teachers' weak subject knowledge.
- Despite the school's strenuous efforts, attendance remains below the national average and is unsatisfactory.

*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 significant improvements since the last inspection in 1997, mainly due to the very good improvement in leadership and management. This has resulted in very good development in the quality of teaching and learning. Standards are significantly higher now than they were in 1997. The school achieves very well in comparison to similar schools, often being within the top five per cent of schools in this group. At Key Stage 1 in English and mathematics, the school achieves standards comparable to those in the top five per cent of all schools. This is an outstanding improvement since the last inspection. Provision for the youngest children has been transformed since 1997. The nursery is now a good environment for learning, and provision in the reception class is exceptional in all but outdoor play. Spiritual development is now very good, mainly because many lessons are fun and enjoyable, and a daily act of worship takes place. Pupils with special educational needs are catered for well throughout the school, and their progress is monitored rigorously. The appointment of two learning mentors is a relatively recent development in the school's strategy to combat persistent absence and lateness. Despite strenuous efforts these both remain unsatisfactory. There is still room for improvement in developing the multicultural aspects of the curriculum, and the music curriculum has not been improved sufficiently mainly because teachers lack confidence in teaching this subject. The school rightly prides itself on being a self-improving school and as such is well placed to make even further improvements.

### STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	B	C	A	well above average    A above average        B average                C below average        D well below average    E
mathematics	C	B	B	A	
science	C	B	C	A	

In the 2001 English and mathematics national tests pupils in Key Stage 1 all achieved the expected levels. Only the top five per cent of schools nationally achieved these very high standards. Teacher assessments in science showed the same exceptionally high level. At Key Stage 2, pupils achieved very well in these subjects when compared to those in similar schools, the proportion of pupils achieving the higher Level 5 in mathematics was within the top five per cent when compared to pupils in similar schools.



During the inspection it was evident that these high standards are being maintained. Pupils achieve very well in English, mathematics and science throughout the school mainly due to consistently good teaching. In all the other subjects of the curriculum except music, pupils reach standards that are typical for their ages. This is a good achievement. In music, pupils do less well than expected because teachers' expectations are too low and their subject knowledge is weak. In the Foundation Stage, children achieve very well despite their very low starting points because of the exceptional quality of teaching in the reception class, which builds on the good teaching seen in the nursery.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good; they are keen and enthusiastic.
Behaviour, in and out of classrooms	Pupils behave well in most lessons and when playing outside.
Personal development and relationships	All relationships in the school are very good; in some lessons pupils support each other extremely well.
Attendance	Remains below the national average due to the persistent absence and lateness of a few children. Learning mentors have been appointed to help these pupils improve their attendance and punctuality.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	good	good	good

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

Teaching is good throughout the school. In the reception class it is exceptionally good and a strength of the school. A number of outstanding lessons were observed. Teaching has improved dramatically because of the rigorous monitoring carried out by the senior management team, which ensures that teachers focus on areas for improvement. The good teaching and learning are characterised by:

- consistently positive behaviour management which keeps pupils on task for most of the time;
- a good focus on developing vocabulary and oral skills in almost all lessons which helps all pupils to understand the subjects they are taught;
- children enjoying lessons and wanting to please their teachers because relationships are very good;
- pupils knowing what to do because teachers give them clear instructions and explanations;
- pupils knowing what is expected of them because teachers share learning objectives and targets.

Aspects of teaching that could be improved are:

- teachers' marking of pupils' work, which does not consistently tell pupils how to improve;
- the pace of some lessons, particularly introductions to lessons where teachers sometimes talk for too long and pupils lose interest;
- teachers' subject knowledge in music, which limits the progress that pupils make.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of learning opportunities is good throughout the school. Many lessons are fun, and setting pupils for mathematics in Year 6 is effective.
Provision for pupils with special educational needs	There is good support for pupils with special educational needs from teachers and support staff. Pupils and parents know the targets that individuals are working towards. The very good approach to integration is a strength of the school and ensures that pupils with a hearing impairment make good progress across the curriculum.
Provision for pupils with English as an additional language	This is another strength of the school. The very good focus on developing vocabulary and oral skills in most lessons ensures that pupils learning to speak English are well supported. The high quality teaching and support ensure that all make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. Very good provision is made for spiritual and social development. There is good provision for moral and cultural development. However, the curriculum does not sufficiently reflect the rich cultural heritage of many of the pupils.
How well the school cares for its pupils	Teachers know their pupils well, and make good assessments of academic work in the core subjects, tracking pupils' progress well. The school provides a good level of pastoral care.

Parents' views of the school are good. In the nursery, parents are encouraged to work with the staff until their children are settled into school. Parents of pupils with a hearing impairment are fully involved in their children's support. Few parents work in other classrooms and the parent-teacher association has been disbanded for some time. However, the new headteacher has many plans to improve relationships with parents; for example, a new parents' organisation has recently begun and parents are now offered regular tours of the school with the headteacher. These and other planned initiatives mean the school is well placed to improve links with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The previous headteacher and the deputy headteacher worked in close partnership to bring about improvements in the school. The senior management team is now fully involved in this process. The new headteacher already has a clear view of how to improve the school further. A hard-working staff supports her. However the new subject coordinators have not yet had time to develop their roles effectively.
How well the governors fulfil their responsibilities	The governing body has a clear view of the strengths and weaknesses of the school and provides good support for the school staff. However the school prospectus and governors' annual report to parents omit some statutory information.
The school's evaluation of its performance	The school monitors and evaluates its performance very well. It is a self-improving school committed to raising standards of attainment.
The strategic use of resources	The school development plan highlights appropriate priorities for development. It does not provide sufficient information for the school to measure how well it has used all the grants and additional funds that are available to raise standards.

There are a good number of well-qualified staff. Support assistants are well deployed and sufficient in number. A programme of training for support assistants has begun and is welcomed by the staff. Support assistants make a valuable contribution to helping pupils with special educational needs and those who speak English as an additional language. The school has a wealth of classrooms available, some of which have been usefully redesigned as a music room, a library and a resource room. However, the accommodation for teaching physical education is unsatisfactory and limits pupils' progress in this subject, the Key Stage 2 playground is bleak and the surface is unacceptable.

There has been a high turnover of staff since the previous inspection, which has made the role of subject coordinators difficult. The lack of car-parking space for staff has had a detrimental affect on the recruitment and retention of teachers. Potential new staff have been reluctant to carry books and resources on public transport, and have accepted posts elsewhere.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children enjoy school.</li><li>• The quality of teaching is good.</li><li>• The challenging work that pupils are given.</li><li>• The information they receive about their children's progress.</li><li>• The good behaviour of children in the school.</li><li>• The good progress that children make in lessons.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework.</li><li>• The range of extra-curricular activities available to pupils.</li></ul>

Only one parent attended the parents' meeting before the inspection. These are the views of the 57 parents who completed a questionnaire. The inspection team agree with the positive views of parents. A satisfactory range of extra-curricular activities are provided for pupils. The quality of homework for pupils in Key Stage 2 is good; parents' concerns in this area are unfounded.

## **PART B: COMMENTARY**

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

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

1. Standards in the core subjects of English, mathematics and science are much higher now than they were at the time of the last inspection in 1997. This is due to very considerable improvement in the quality of teaching and learning. Pupils throughout the school are achieving very well.
2. When children start school in the nursery, usually at the age of three or four, about 40 per cent speak English as an additional language, and many others have a limited vocabulary. The attainment of most children is well below what is expected at this age. Some children are more able, and articulate, and achieve higher standards than expected. When children are assessed at the end of the reception year, just before they transfer into Key Stage 1, almost all have achieved all of the Early Learning Goals, and a significant minority achieve higher standards. Good teaching in the nursery ensures that children have plenty of experiences with language and numbers, they learn how to work together in small groups and how to do some things independently. In the reception class, the very high quality teaching builds on this good foundation. Children are immersed in challenging experiences that teach them how to recognise and write letters, numbers and words, to count and add, and to organise themselves. Children in this stage of the school achieve very well.
3. All pupils taking the Key Stage 1 national tests in reading, writing and mathematics at the end of Year 2 achieved the expected Level 2. This outstanding achievement puts the school within the highest five per cent of schools nationally. Teacher assessments in science show the same outstanding achievement. A far smaller proportion achieved the higher Level 3 in reading than did so nationally. Nevertheless when compared to the situation in schools that are similar to New King's, pupils achieved very well; placing the school in the top five per cent. In writing, achievement is better with about the same proportion of pupils achieving the higher Level 3 as in all schools. Again when compared to those in similar schools, pupils do very well. As they do in mathematics, where the percentage of pupils achieving the higher Level 3 is higher than most schools in the country.
4. In Key Stage 2, Year 6 pupils taking the national tests in 2001 also achieved very well. In English and science pupils achieved similar results to those in most schools. In mathematics, they did better than this, achieving higher standards than expected. When compared to those in schools that are similar to New King's, results are even better, with pupils achieving well above the expected standards in all three subjects. The very large number of pupils who leave or join the school in Key Stage 2 makes it difficult to make any reliable comparison with the test results that pupils achieved when they were in Year 2 in 1997. Results then were well below the national average in all subjects. The data that is available indicates that pupils have made much more progress than expected in mathematics, better than expected progress in English and about average progress in science. In English and science, about the same number of pupils achieved the higher Level 5 as in all schools. Again, this compares very favourably with the situation in similar schools. In mathematics, achievement at this higher level is much better; the school

compares very well with all schools, achieving well above average at this high level, and within the top five per cent of similar schools.

5. The data is analysed rigorously and shows no significant variation in achievement between boys and girls, or between pupils from different ethnic groups. The trend in improvement over the last five years broadly matches the national trend, but this disguises the accelerated improvement in standards in the past two years. The school easily achieved its targets this year and has set itself more challenging targets for the coming year.
6. During the inspection the quality of work seen indicates that pupils are continuing to achieve very well. In English, the standard of work in pupils' books in Year 6 is already reaching expected levels, as are pupils' reading skills. They use a joined style of handwriting and punctuate their work accurately. They write in a range of styles; for example, they quickly write down the answers to questions about Act III of Macbeth. Pupils scan the text quickly to find examples to support their answers, demonstrating their reading skills. Library skills are not as well developed because the book stock in the library is too limited to allow pupils to use it effectively for research. Pupils are confident when speaking to a range of audiences. They listen well to one another and to the teachers.
7. In Year 2, pupils are also working at the expected level. They write for a range of purposes, making lists and plans, and writing poetry and stories. Pupils use picture and context clues to work out the meaning of unfamiliar words. They know the difference between fiction and non-fiction. Most pupils in Year 2 write with an appropriate style of handwriting and use their knowledge of phonics to spell new words, although not usually correctly. Most pupils recognise and write common letter patterns in words; for example, 'oo' and 'ew'.
8. In mathematics, pupils in Year 6 work with fractions and decimals to a high level; for example, cancelling fractions to achieve the lowest form. They know the properties of two and three-dimensional shapes and identify nets for these. They place lines of symmetry correctly and rotate and reflect shapes. Many pupils know the sum of the angles in a triangle. Pupils use line graphs and bar charts competently and regularly work out word problems. In lessons, they work out mental mathematics questions; for example, adding numbers with three digits, quickly and competently, using and explaining a range of strategies.
9. In Year 2, pupils know and use number bonds to 20 and use them to work out the four rules of arithmetic. For example, they multiply numbers by ten and 100 accurately. Pupils use their knowledge of tens and units to break numbers down when adding them together in their heads. For example, first adding the tens [ $30+20=50$ ] and then all the units [ $4+3=7$ ] to find the sum of  $34+23$ . Pupils know and recognise simple two and three-dimensional shapes. They measure using metres and centimetres. Pupils classify objects in diagrams and represent tally charts in block graphs. They can interpret these simple charts. Many pupils are working above the expected level.
10. In science, pupils in Year 6 know how to combine or separate mixtures by dissolving, evaporation, condensation, filtration or magnetic separation. They design their own tests and predict the outcome. In Year 2, pupils know how to construct a simple circuit to light a bulb including a switch. They explain their work very well; for example writing, " When I connected the paper clips it completes the

circuit and the light comes on.” Both year groups are working at above the expected levels for their age.

11. Standards in religious education meet those expected in the locally agreed syllabus for this subject at the end of both key stages. Pupils achieve well in religious education because they cover a good range of work. They compare themes and have studied a number of religions, including Buddhism and Christianity, increasing the depth of study as they move through the school. They are aware that some themes are common to most major religions.
12. Standards in information and communication technology (ICT) are typical at the end of both key stages. Good use is made of the ICT suite, although teachers often experience difficulties with the equipment, which is prone to break down. Many lessons use ICT appropriately although there are missed opportunities in some subjects; for example geography. As a result, pupils achieve well now, and this is a considerable improvement since the last inspection.
13. In history, geography, and design and technology standards meet national expectations in Year 2 and Year 6. In these subjects pupils achieve well because the curriculum is well planned. As a result they build on their skills, knowledge and understanding effectively as they progress through the school. For example, in history pupils greatly improve their skill in using evidence in lessons, due to teachers’ high expectations.
14. In art and physical education standards are as expected. In both these subjects pupils make satisfactory progress. Very little artwork is displayed in the school and there was not enough evidence to make a judgement about attainment at the end of Key Stage 1. In Key Stage 2, pupils’ sketchbooks show that although they make appropriate progress the range of work they cover is limited. Teaching some art lessons combined with history is not effective because teachers do not identify the art skills that will be developed in these lessons. In physical education, standards are limited by the accommodation available. For example, the hall is too small to allow pupils in Years 5 and 6 to work at challenging gymnastics activities. Swimming is taught up to Year 5, as pupils cover outdoor and adventurous activities in Year 6. However, very few pupils swim 25 metres at this age.
15. In music, standards are below those expected in Year 2 and Year 6 because too little time is available to teach music, and teachers’ subject knowledge is not strong enough in this subject. Pupils are not making the progress they should in music. The school has begun to make good use of external musicians to improve both teachers’ skills and pupils’ attainment.
16. Pupils included on the special educational needs register, and those who speak English as an additional language, make good progress towards their targets. There is good support for all these pupils from all staff. Lessons are well planned to meet pupils’ needs and the very good focus on developing all pupils’ vocabulary supports those learning to speak English very well. The very good approach to integration ensures that pupils with a hearing impairment make good progress across the curriculum. This is a significant improvement since the last inspection.

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

17. Pupils have good attitudes to learning and enjoy being in school. Their behaviour is good, but a small minority do not always behave as well as they could. Pupils' personal development is good. The quality of relationships is very good and a strength of the school. Attendance remains unsatisfactory because it is well below that of most other primary schools.
18. The youngest children are settling happily into school routines. They enjoy the many well-planned activities; for example, dressing-up, 'writing' meal orders and serving meals to their teacher in the Nursery Cafe, or learning to look at and share books with others. Children show good sustained interest in the activities provided, being curious learners. They are responsive to the adults around them, listening carefully and doing their best to follow instructions. Their behaviour is good, with that of the oldest children in the Foundation Stage often being very good. The staff promote independence and choice very well; for example, by asking all children to tidy something up before lunch. One boy chose to sweep up all the sand around the class sand tray, leaving the floor very clean. Children are given a very positive start to their formal education.
19. Other pupils know that they are expected to learn, showing good interest and concentration in lessons. This is particularly evident with the older pupils, who often make effective, thought-provoking contributions to class discussions. A small minority of mainly younger pupils in the school, mostly but not entirely boys, do not always have such good attitudes. Their listening skills and levels of concentration are low, so they are not always aware of what they must do and receive constant reminders. They are often more interested in practical parts of the lesson than writing; for example, the making of Rakhi bracelets held the interest of one such group of pupils, who felt challenged by the activity, and all produced pleasing items to give to their friends. Pupils with English as an additional language, with hearing impairment or other learning difficulties work hard to improve their learning skills. Their fellow pupils work positively with them, offering good support and encouragement.
20. Pupil behaviour is good at work and play, with some outstanding instances of good behaviour seen; for example, in a Year 5 lesson. The vast majority are keen to please their teachers and want to do their best. They follow school rules, because they helped to devise them. They are polite and respectful towards adults and each other. A small minority of younger pupils do not behave so well, being unwilling to follow and keep to instructions, even when the good reasons for doing so are very clearly and consistently explained by the teacher. This means that the momentum of some lessons is lost, which affects pupils' progress. Pupils generally move around the large building sensibly and with care. Year 6 pupils sometimes forget to set a good example as they rush out of the hall, after assembly, for break-time play. Playtimes are sociable with pupils of all backgrounds and ethnic groups mixing well. The infant playground provides a positive play environment, but the junior playground is bleak, offering little to occupy pupils, despite equipment such as hoops and skipping ropes. Football often intrudes on quieter activities. There has been one permanent exclusion in the last year. No bullying was seen.
21. The quality of relationships is very good and a significant strength of the school. Adults provide positive role models to encourage pupils as they develop their own relationships. Pupils respect and are tolerant of each other, happily helping to



support other pupils. Those who are learning English have 'buddies' to help them, as do pupils in lessons; for example, there are 'Literacy buddies' helping pupils who find reading a challenge. There is racial and social harmony, with cultural and ethnic diversity considered important in building a positive community. One pupil spoke about his Hindu Faith, whilst other pupils and the teacher listened attentively, asking questions to extend their understanding.

22. Pupils' personal development and use of initiative are good. Children and pupils of all ages are encouraged to think for themselves and become increasingly independent. There are regular 'circle time' discussions enabling pupils to express their opinions. Year 6 recently participated in a Junior Citizen event, involving emergency services, and focusing on safety in different situations. They greatly enjoyed this. Pupils from different years were involved in interviewing for their new headteacher, asking some difficult questions! A very good new school council has just started, involving children and pupils from the reception class upwards. Some decisions made have already been acted upon; there is going to be a special Halloween lunch; the nursery children are to have a drinking water fountain in their play area. Currently pupils are campaigning for improvements to the junior playground. There are good instances of personal initiative; for example, a Year 5 pupil sent on a task, enlisted the help of the nearest teacher, when having difficulty with a door lock. Pupils relish responsibility and carry out tasks with maturity.
23. Although there has been improvement since the last inspection, attendance is unsatisfactory. It is well below the levels achieved by most primary schools. Registers now comply with requirements and are taken promptly. Authorised absence is high, partly because too many families and not just those from ethnic minorities, are taking term time holidays. Attendance in the nursery, although not statutory, is low, not encouraging the development of good attendance habits. There is considerable unauthorised absence, with parents keeping their children away from school for unnecessary reasons; for example, escorting relatives to and from the airport. Punctuality is also a concern, with many pupils arriving late, missing valuable learning in literacy and numeracy that cannot be repeated.

#### **HOW WELL ARE PUPILS TAUGHT?**

24. Teaching is now good throughout the school; a substantial amount of very good teaching was seen. The very small minority of unsatisfactory lessons were linked to weak subject knowledge in music. Teaching has improved dramatically since the last inspection in 1997 when 25 per cent of lessons seen were unsatisfactory. The very good improvement has been brought about because the headteacher, deputy headteacher and senior management team have rigorously monitored lessons, planning and pupils' work. They have given teachers detailed written and oral feedback on the quality of lessons, and set high expectations so that teachers know how to improve their practice. This has been done supportively so that all staff now work together as a strong team. All teachers are committed to raising standards higher and improving the school further. Staff development and training have been a major part of the support that teachers have received. This has been directed at improving standards in the core subjects of English and mathematics, and the quality of education in the Foundation Stage. These were both key issues in the last report. The impact of this good practice is now seen in lessons across the curriculum.

25. Teaching is good or better in 70 per cent of lessons seen, with 17 per cent being very good and a few excellent. There is very little difference in the quality of teaching in both Key Stages 1 and 2. Teaching in the Foundation Stage is better overall. With 86 per cent of lessons being good or better and 41 per cent at least very good. Almost ten per cent of lessons seen in the reception class were excellent. The exceptionally high quality of teaching in this year group has a significant impact on children's achievement. By the time they are ready to start work in Year 1 most have achieved the Early Learning Goals that are expected.
26. Teachers' job descriptions contain a statement about providing for the needs and integration of all the pupils in their care. This is done very effectively throughout the whole school. Pupils with English as an additional language have their needs met well in all lessons due to a very good focus on developing all pupils' oral skills and vocabulary. This aspect of teaching is a strength of the school. A further strength is the integration of pupils with a hearing impairment. All staff support this small group of pupils very well and they receive high quality special support in small groups. Other pupils who have special educational needs are also supported well. Support staff are well prepared by teachers and are effective in the support they give. The school identifies pupils who are especially gifted at mathematics and provides appropriate small-group lessons to extend their knowledge and understanding of mathematics to a higher level. This additional teaching has been effective and resulted in many more pupils gaining the higher Level 5 in mathematics. Teachers regularly use checklists when observing each other teach, to ensure that all pupils are treated equally; for example, counting the number of times teachers talk to boys or girls. This very good practice ensures that all pupils are achieving very well.
27. Teaching in the Foundation Stage is good, in the reception class it is exceptional. Consequently children are learning very well. This improvement in teaching has contributed significantly to the improvement in the quality of education in the nursery. The nursery is now a well planned environment where both teachers work very well in partnership with each other and the two talented nursery nurses. They have high expectations of the children; for example, taking them to the information technology suite in groups. Once there they expect the children to use the computers independently and then explain to each other what they have been doing. Children in lessons such as these are learning across many areas of the curriculum. They learn to work independently, to speak confidently to a group and to listen to one another. The games they play on the computers help them learn about the world around them. In the reception class, the teacher has very high expectations, planning lessons so that children are learning through play at a high level all the time. Children in this class spend much of the day with broad grins on their faces as they delight in the experiences that are provided for them. They learn to count and add by playing on an imaginary bus with their teacher, they learn to recognise the names and sounds of letters by guessing which objects Sammy Snake will eat, laughing with joy as they see the snake eat the objects they suggest.
28. Teaching of literacy and numeracy skills throughout the school is effective. Teachers have improved their planning considerably since the last inspection. They now set out clear learning objectives and match work well to the different ages and abilities of their pupils. Effective monitoring and assessment ensure that pupils cover the wide range of work recommended in both the National Literacy and Numeracy Strategies. Teaching in both these important subjects is good overall due to:
- consistently positive behaviour management;

- a good focus on developing vocabulary and oral skills in almost all lessons;
- children enjoying lessons and wanting to please their teachers;
- pupils knowing what to do because teachers give them clear instructions and explanations;
- pupils knowing what is expected of them because teachers share learning objectives and targets.

Consequently pupils behave well and are interested in their lessons. Pupils in Year 6 talk animatedly about the plot of Macbeth, expressing strong opinions about the character of Lady Macbeth. They do not approve of her! In Year 2, pupils reading 'The Lighthouse Keeper's Lunch' together take part in a good discussion to try to solve his problem. The lesson focuses well on the reading skills pupils need to learn so that by the end of the lesson they give examples of words spelled with 'oo' or 'ew'. In mathematics lessons, very good use of praise results in pupils in Year 6 glowing with pride as they explain to the rest of the class how they worked out the decimals. In Year 2, pupils are expected to explain the strategies they have used and to say whether or not these were effective. Pupils learn the best way to organise their work and quickly complete a table showing the properties of three-dimensional shapes. Throughout the school pupils are aware of their targets in literacy and numeracy and work hard to achieve them.

29. Aspects of teaching English and mathematics that could be improved are:
- teachers' marking of pupils' work, which does not consistently tell pupils how to improve;
  - the pace of some lessons, particularly introductions to lessons where teachers sometimes talk for too long.

When this happens pupils become impatient and restless as they want to get on and do not have enough time to complete their work.

30. The good characteristics are also a key part of the successful teaching of other subjects of the curriculum, and, similarly, in some of these lessons introductions are too long, slowing the pace of learning. No art teaching was observed during the inspection but pupils' work in sketchbooks and teachers' planning for art at Key Stage 2 indicate that teaching is appropriate. Very little artwork was seen in Key Stage 1 and so no judgement can be made. Teachers' subject knowledge in music is weak, and this results in pupils achieving standards that are not high enough. External specialist musicians are being used regularly to compensate for this weakness and improve teachers' skills.

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

31. The quality and range of learning opportunities are good throughout the school and have improved significantly since the last inspection in 1997. Longer-term planning has improved dramatically with the introduction of both the National Numeracy and Literacy Strategies. In other subjects, the Qualifications and Curriculum Authority guidance is used to ensure that pupils make progress as they move through the school. This has been successful in design and technology and information technology where pupils are now achieving the expected standards. Improvement in music has been limited by a lack of time in the weekly timetable and a weakness in teachers' subject knowledge. In this subject not enough progress has been made since 1997 and pupils continue to underachieve. The majority of curriculum time is rightly used to improve English skills. As a result other areas of the curriculum are squeezed into the rest of the week. The good decision to block some subjects

alternately improves the depth of study in each subject so that all except music are taught appropriately. The locally agreed syllabus is used effectively to guide longer-term planning in religious education, standards have risen and pupils achieve well in this subject. The quality of education in the nursery has been transformed. Children now learn in an environment that is challenging and well organised and as a result they are making very good progress.

32. The quality of educational provision for pupils with special educational needs has also improved. Individual plans are now in place for all pupils on the special educational needs register. However, there is still room for improvement in the way that teachers assess pupils' progress towards their targets from day-to-day.
33. The school now plans a good, balanced curriculum that meets statutory requirements. It provides a broad and rich range of opportunities that excites pupils of all ages, interests and abilities, and encourages them to be involved in their own learning. In the Foundation Stage, the curriculum planned for children in the reception year is of very high quality. Challenging activities are woven into exciting and enjoyable lessons, children learn at a very high level through play. At the other end of the school, pupils in Years 5 and 6 are expected to refer to their sources of evidence when recording history topics. This high level work improves pupils' skills at a very good rate. Combining history and art topics is less effective as art skills are often forgotten in the planning for these lessons, limiting pupils' progress.
34. There is a strong commitment in the school to ensuring that all pupils are provided with high quality experiences regardless of their ability, ethnicity or gender. Staff monitor one another to ensure that this is translated into practice. Daily experiences provide strong support for this policy. For example, in a design and technology lesson the male teacher demonstrated how to sew using blanket stitch to a group of boys and girls. The boys were fascinated by this example and watched carefully to make sure that they understood how to make the stitch. Their work was of good quality as a result of this good role model. Equality of access to the curriculum is as fair as it could possibly be. However, through no fault of the school, those pupils who speak English as an additional language, at the later stages of English language learning, do not always receive equal access to the curriculum when compared with those at the early stages. This is because support from outside agencies, including the local education authority, is inadequate to meet the clear needs of those pupils who are at these later stages. These pupils are at present the majority of pupils who speak English as an additional language in the school. This deficiency has a negative effect upon the assessments at the end of Key Stage 2.
35. There is a satisfactory range of extra activities for the ages of pupils in the school. Parents have expressed a wish for increased extra-curricular opportunities and the school has good plans to extend these to broaden the options available. Staff are consulting with the school council as they plan these, to ensure that pupils' views are considered. At present, club activities are limited to football and information technology. Nevertheless learning opportunities are enhanced greatly with regular trips to the wealth of parks, museums and galleries in London. For example, pupils talk animatedly about the mummies they saw in the British Museum. There are many visitors to the school who provide interesting experiences that also extend pupils' learning. For instance, a project on creating moving monsters undertaken with a group of BBC engineers led pupils to reflect, *"This project made us ... more confident because we used teamwork. We made lots of mistakes but we learned from them. Our achievements made us very proud"*. Residential trips are organised

for Years 4 and 6 and these promote pupils' social development well. The governors are committed to supporting these school journeys.

36. Good provision is made for personal, social, and health education. The scheme of work is balanced, addressing such issues as relationships, safety and citizenship. It gives straightforward guidance to staff on the approaches suitable for pupils of different ages; for example, in sex education and the consideration of the use and misuse of drugs. Pupils are given many opportunities to learn the necessary knowledge and skills for making informed decisions about healthy living. The curriculum is organised to give pupils plenty of opportunities to work together in small groups or pairs, sharing ideas and negotiating how to report back to the class. History lessons in Year 5 are good examples of this.
37. The community makes a satisfactory contribution to pupils' learning, but many opportunities are missed. Representatives from the local police and fire services contribute to safety education and the school nurse talks with pupils about a healthy lifestyle. Pupils enjoy training at Fulham Football Club and last year pupils in Year 3 worked with the New London Orchestra on a project that linked learning in music and mathematics. Although links with the local community are limited at present the school has clear ideas for how best to develop this aspect and does not underestimate the value to pupils of the contribution the local community can make. For instance, the new headteacher has plans to promote links with the local retired community as well as to extend links with representatives from the wide range of faiths present locally. There are appropriate links with the local secondary schools; all send teachers from Year 7 to talk with pupils and parents about transfer to secondary schools. In addition, New King's welcomes pupils from these schools on work-experience placements in the summer term. These initiatives make transfer to the secondary school less troubling for pupils. The Excellence in Cities project has established a network of local schools involved in the initiative, and the school has found these links valuable.
38. The provision for pupils' spiritual development is very good and has improved significantly since the last inspection. The daily act of collective worship now gives good opportunities for pupils to think about the values important in their school community and to celebrate the successes of individuals and groups within the school. Assembly themes are carefully planned and cover such principles as valuing oneself, tolerance and appreciation of others. Many lessons make children laugh with enjoyment or gasp with excitement. In Year 6, pupils' response to some mathematics lessons is outstanding. They are fascinated by the work and those that are chosen to explain their success at the end of the lesson glow with pride, growing visibly taller. In an ICT lesson in Year 5, pupils clamour to volunteer to demonstrate to the class. During a science lesson, pupils observed, spellbound, as the steam from a kettle fogged a mirror. These outstanding responses stem from the very positive way that pupils are encouraged in lessons. Pupils' self-esteem is high because teachers value their ideas. They lead class discussions well to draw in all pupils, encouraging the contributions of pupils with special educational needs and those for whom English is an additional language. Staff know and are interested in other pupils as well as those in their own classes.
39. The provision for pupils' moral development is good. The school provides a strong moral code and teachers have high expectations of pupils' behaviour in the classroom as well as around the school. Rules, rewards and sanctions are clear and pupils know them well. They consider the school rules firm but fair and all staff

apply them consistently. Class rules are agreed between pupils and teachers at the beginning of each year, giving pupils a positive influence on their classroom environment. All adults provide good role models for children, treating them with respect and courtesy. Assemblies give strong support to the teaching of the principles that distinguish right from wrong, fostering such values as being a good friend and respect for one another and there is a strong sense of care for one another permeating the school. Pupils show courtesy to adults and talk politely with visitors. They are proud of their school and are happy to talk about the activities they share.

40. The provision for pupils' social development is very good. Staff encourage them to relate positively to each other, developing their awareness of each other's good qualities and why they like their friends. The programme for personal, social and health education is very strong and guides pupils on how to deal with conflicts in a mature fashion. Circle time discussions make valuable contributions to this. There are plenty of opportunities for pupils to take responsibility for particular jobs around the school; for example, older pupils manage the hi-fi system in assemblies while others ring the bell and clear away play equipment at the end of lunchtimes. New pupils are supported by 'buddies' who change regularly, ensuring that the new pupils develop strong relationships with a good number of classmates. The school council is a very good new initiative that pupils and staff appreciate. The school keeper has also become involved and values the constructive ideas that pupils give.
41. The provision for pupils' cultural development is good overall. The school has worked hard since the last inspection to celebrate better the cultural heritage of pupils, and promote pupils' understanding of multi-faith issues. For example, studying a range of world faiths both in assemblies and in religious education. The specialist teacher of pupils for whom English is an additional language has arranged a book-sharing event for pupils to share dual language books with their parents and siblings. However, curriculum planning at present does not reflect the wide range of pupils' own cultural backgrounds. The school makes good provision for the development of pupils' understanding and appreciation of European culture. For example, they study a range of European artists within the art curriculum such as Victorian portrait painters and use graphics programs on the computers to draw in the style of artists such as Matisse. They learn about ancient civilisations such as those of Greece and Egypt and visits to Fulham Palace and the Golden Hinde replica extend pupils' understanding of the culture of England in Tudor times. A project with the New London Orchestra extended pupils' awareness of musical traditions well.

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

42. The staff provide good support, care and guidance to meet pupils' personal and academic needs. This significantly enhances the purposeful learning environment enjoyed by pupils. Procedures for monitoring and promoting behaviour are good, with noteworthy guidance on preventing bullying. The monitoring of personal development is good, as is the monitoring of attendance. Procedures for assessing pupils' attainment and progress and for monitoring academic progress are good. The use of information gained from assessment to refine the curriculum is satisfactory.

43. All staff work closely to give pupils the support and attention they need to succeed and achieve well, whatever their individual needs may be. The support offered to pupils with hearing impairment and to those who speak English as an additional language is very good and a particular strength of the school, ensuring that these pupils' progress is equal to that of other pupils.
44. Assessment procedures are good and have improved since the last inspection. There are good procedures in the core subjects of English, mathematics and science. The school uses optional tests in these subjects in Years 3, 4 and 5. A standardised test for reading is also used. Teachers review pupils' progress rigorously and discuss the action needed to support those who are not considered to be making sufficient progress towards the levels expected. Appropriate targets are set for groups and individuals in the core subjects and these are monitored during the year. Teachers are careful to ensure that all pupils have covered the required elements of the National Curriculum. Regular staff meetings look at a sample of pupils' work to agree the standards that are reached. These are collected together as a reference for staff to use. Assessment procedures in the foundation subjects are adequate but not consistent. The school has identified this as an area for improvement. Annual reports to parents about pupils' progress are comprehensive. They meet statutory requirements. Pupils and parents are invited to comment on reports. The school has yet to improve reports by adding pupils' targets for further development.
45. The promotion and monitoring of behaviour, and the prevention of bullying are good. The school follows a good combined behaviour and bullying policy. The section on bullying offers very good, clear and detailed guidance for pupils, staff and parents on how to deal with any incidents. There is even guidance on complaints procedures, should anyone be dissatisfied. Pupils do not view bullying as an issue because they know what to do and the very good relationships mean that bullying is rare. Any behaviour incidents are dealt with quickly and effectively by staff using consistent strategies, based on positive outcomes. Staff give clear warnings about the consequences of any inappropriate behaviour. Records are kept of any ongoing difficulties. Parental involvement is sought, together with external help from the behaviour support service, if it is deemed appropriate. There has been one permanent exclusion in the last year. Procedures were followed properly.
46. The monitoring of attendance is good. Much time and effort are devoted to improving attendance, although overall attendance is unsatisfactory. Since January, Excellence in Cities funding has employed two staff as part-time 'attendance and learning mentors', for junior and infant pupils. Their duties include being at the gate each morning to encourage pupils to hurry, and following up any daily absence by phoning parents and sending letters if there is no response. The most marked improvement is with the younger children and pupils. The headteacher personally encouraged children and parents in the reception class, so that they improved within two weeks from having the worst class attendance to the best. In the most difficult cases, the advice and involvement of the education welfare service are sought. Punctuality is another concern, with many pupils arriving late. A late book is kept, but it does not reflect the number of pupils late since the start of the school year, nor are reasons always provided. Despite the school's strenuous efforts to improve attendance too many parents still take term-time holidays or let their children take time off. Parents are reluctant to

acknowledge the importance of regular attendance and punctuality in enabling their children to make and maintain good progress in learning.

47. The monitoring of pupils' personal development is good. Staff provide much good informal guidance to help pupils become aware of their strengths and weaknesses. There is an established programme of personal and social education, including useful circle time discussions. Although these allow the pupils to express opinions, staff and pupils do not always follow circle time 'rules'; for example, by giving everyone the chance to express a view. Older pupils are encouraged to help younger children, doing this to good effect in the family-style dining areas. The introduction of buddies enhances pupils' self-esteem and sense of responsibility. Pupils from Year 1 upwards are able to comment honestly about their own progress in their annual reports.
48. Child-protection arrangements are good. The designated person is trained and ensures that all staff are kept updated. Records are kept separately and securely. There are very good relationships with a large number of outside agencies, including health and social services, should there be need for additional support or advice. Arrangements for health and safety are good. There are trained first-aiders, and accident books are kept. There is a medical room, but it is not fit for use at the moment. This requires attention. Proper attention is paid to required tests and practices. Apart from the poor condition of the back playground surface, no major health and safety issues were noted.

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

49. The school has sound and developing links with its parents and carers. The new headteacher and her staff make a point of being available to parents informally at the start and end of the day. Parents who visit the school are warmly welcomed. If their children take time to settle when starting school, parents can stay. The headteacher holds 'drop in' coffee mornings and these have had a promising start.
50. The headteacher sees improved parental partnership as a priority and has many planned initiatives. Very few parents help or are involved in the school. There is no parents' association due to a previous lack of interest, but the first meeting of a new parents' association is planned immediately after half term. Many initial contacts have been made with groups and organisations representing parents in the local community. Two ethnic-minority parent governors have just been appointed. It is too early to judge the impact of these initiatives.
51. The quality of information provided for parents is satisfactory. Newsletters are friendly and full of information, including diary dates and requests for voluntary parental help in school, with training offered. The headteacher is aware that a number of required items are missing from the prospectus and the governors' annual report. Parents are invited to regular informal progress meetings. Pupil reports are satisfactory and all subjects are reported. Parents receive individual results of the National Curriculum tests. Whilst reports clearly say what pupils can do, there is less emphasis on areas needing development. The quality of target setting is variable. Space is provided for pupil and parental comments.
52. Parents make a sound contribution to their children's learning. Children from the Foundation Stage upwards regularly take reading books home and parents can



write comments in their reading records. The homework policy emphasises literacy and numeracy. Older pupils comment that they get regular homework including some independent research.

53. Although only one parent attended the parents' meeting, the views given in questionnaires and from parents spoken to informally, during the inspection are good. They are pleased with the appointment and impact of the new headteacher and feel that the school is improving. Their children are happy and doing well. They readily admit that parental involvement had declined, but are delighted with the many planned new initiatives. They are looking forward to the setting up of a new parents' association.

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

54. There have been very substantial improvements in the leadership and management of the school since the last inspection, when both were unsatisfactory. Improvement in this area was a key issue for the school. The transformation in management procedures was led very effectively by the previous headteacher who was appointed nearly a year after the inspection. Success was due in large part to the very close partnership that was established between the headteacher and the deputy headteacher. Together they established a culture of high expectations in the school, which now rightly prides itself on being a self-improving school. As a result, the key issues identified in the last report have been addressed effectively.
55. The leadership and management of the headteacher and key staff in the school are now good and promote high standards. A new headteacher was appointed only a few weeks before the inspection. She has already developed a clear view of the strengths of the school and those areas that need to be improved further. The senior management team is strong and the deputy headteacher continues to play a leading role in driving forward improvement. Staffing difficulties have meant that it has been difficult to appoint and train subject leaders. To ensure that improvement continues, the senior management team play a substantial part in monitoring teaching and learning. Whilst this has been effective in maintaining the rapid improvement in the core subjects of English, mathematics and science; in other subjects improvement has been more limited. This is because subject leaders have not been in post for long enough to undertake a rigorous assessment of standards in their subjects. Nevertheless all subject leaders have drawn up effective action plans, have high expectations of themselves and are committed to raising standards even further. Staff work very well together as a team. Consequently the school is very well placed to make further improvements.
56. The enthusiastic and committed coordinator for special educational needs (SENCO) is new in post. She is poised to make good improvements in leading the further development of special educational needs provision. As with other staff there is a strong commitment to continuing professional development, some briefings have already been attended to prepare for the new Code of Practice and a course for developing special educational needs provision in mathematics is booked. Non-contact time has been used effectively to meet and liaise with parents and outside agencies. Teachers have been well supported when conducting reviews of pupils with special educational needs.

57. Since the last inspection staff turnover has been high. The very good procedures for helping newly-qualified staff settle into teaching and other staff settle into the school are effective in maintaining the high standards that have been set. Nevertheless, this constant drain on the school's resources limits the rate of improvement. Although there is a very good programme of staff development, linked very clearly to good procedures for performance management; the school does not always benefit from this good investment in training because staff move on very quickly. One reason that staff give for leaving the school is the lack of staff car park spaces. Currently there is space only for the headteacher and deputy headteacher to park their cars in the school grounds. Plans to increase the number of spaces have been rejected. Moreover teachers do not have parking permits to use the residential parking spaces around the school during the day. As a result, staff either have to pay very high local parking charges or use public transport. As teachers frequently carry large quantities of books and other resources, this is a disincentive in the very competitive job market in London.
58. Governors have a clear view of the strengths and weaknesses of the school and are committed to raising standards. They work well together as a team and give strong support to the school. Some governors regularly visit classrooms, and all are linked to subjects and year groups. They are much better informed than they were at the time of the last inspection. As a result they are knowledgeable about many aspects of the school's performance. Currently the governors' annual report to parents and the school prospectus do not contain all the statutory information required.
59. The school has very good procedures for monitoring the development of teaching and learning, which have resulted in very considerable improvement since the last inspection. Teaching is now good and standards are much higher because the senior management team are very effective in carrying out their roles in this area. For example, monitoring of teachers' planning is rigorous and well focused on specific issues. Teachers receive regular written and oral feedback on the quality of their work so that they know how to improve their practice. Together with the headteacher the team regularly look at samples of pupils' work to ensure that standards continue to rise in English, mathematics and science. In other subjects, coordinators are at an early stage in developing effective monitoring of their subjects. Currently they work with other senior managers. Whilst an appropriate strategy for staff development this is not as effective as the very good evaluation of the core subjects.
60. Monitoring of other aspects of the school's work is not as good due to some weaknesses in the school development plan. This document clearly sets out the school's priorities for development, and is further enhanced by a series of action plans from each subject leader. However it does not clearly identify how all the substantial grants and additional monies available to the school will be used to raise standards. Consequently, it does not provide a structure to evaluate whether or not these substantial funds have been spent wisely and effectively. As a result, although governors have made good improvements in their financial management since the last inspection there are some concerns about the school's financial position:-
- A very substantial underspend has built up recently with no planned purpose. This is now being used to support the very high staffing levels.
  - There is no plan in place to manage the reduction in resources that will follow the closing of the unit for hearing-impaired pupils.

- Spending of the standards fund, and the level of resources available to support pupils who speak English as an additional language and those with special educational needs, are not included or evaluated in the school development plan.

Governors are fully aware of all the funds available to the school and how these will be allocated. They actively seek to use economic resources and ensure that funds from letting the school house are used for the benefit of pupils. They do not have a clear view of the impact of these decisions, or a longer-term plan to manage resources efficiently so that neither a large underspend or overspend occurs. As a result, they are not able to make informed judgements based on the principles of best value in the use of all the school's resources.

61. Support staff are used effectively to support individuals or groups of pupils in lessons. They are keen to take part in the training that has recently been organised for them. They conscientiously use the school systems for tracking and monitoring their pupils, keeping detailed notes in their hefty files. There is an exceptionally high level of administrative staff, used mainly for secretarial work. The wise decision to use the local education authority bursar service has improved the quality of financial management. The school has a wealth of classrooms available, some of which have been usefully redesigned as a music room and resources rooms. The library is an attractive environment but the book stock is limited and outdated, and prevents pupils from developing library skills effectively. Accommodation for teaching physical education is unsatisfactory and limits pupils' progress in this subject. The hall is too small for older pupils in Key Stage 2 to work at sufficiently challenging gymnastics activities, the Key Stage 2 playground is bleak and the surface is unacceptable. The headteacher does not have a private office in which to work and interview pupils, parents and staff. The newly-formed school council is keen to make a number of improvements to the accommodation.

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

62. This school has made considerable improvements since the last inspection. In order to continue that improvement and maintain the very high levels of achievement, the governors, headteacher and staff should:
- ensure that the school development plan includes a clear summary of how all the grants and additional funds for school development will be allocated; and shows how the impact of spending decisions on raising pupils' standards of attainment will be monitored and evaluated; [paragraph 61, 64]
  - improve the provision for music by improving teachers' subject knowledge; [paragraphs 15, 30, 31, 145]
  - continue the rigorous approach to improving attendance and punctuality. [paragraphs 23, 46]

Other minor issues that governors may wish to consider in their action plan are identified in paragraphs 37, 50, 58, 61, 92, 145 and 150.

## **The provision for and standards achieved by pupils who speak English as an additional language.**

63. New King's Primary School has 140 pupils of minority ethnic origin (72 per cent), of whom 77 (40 per cent) speak English as an additional language. Thirteen per cent of the pupils are at an early stage of speaking and understanding English as an additional language. English as an additional language and minority ethnic provision are of very good quality and promote good progress. The school views the provision of raising ethnic-minority pupil achievement as central to its being and its mission. The school has a richness of cultures with 20 different languages being spoken.
64. As the majority of the school's English as an additional language pupils are in the higher stages of English acquisition, the school receives little funding for them pupils in the form of an Ethnic Minority Achievement Grant (EMAG). The funding is intended to raise the level of fluency of those pupils who are at the early stages of English language acquisition. The criteria used for funding the grant mean that it is insufficient to meet all the needs of all the pupils. This is because the method of funding gives the higher funding allocation to those pupils who are at the earliest stages of English language acquisition and means as the pupils' ability in English rises the amount of funding is reduced. This fails to recognise the linguistic needs of pupils for the statutory tests, especially English, and has a detrimental effect upon the support that the school is able to offer at the age of 11 at the end of Key Stage 2. The school has recognised that pupils' oral fluency in speaking English has improved significantly by the time they reach Stage 4. Furthermore the school is aware that pupils still struggle with the nuances of English that are needed to understand and write in English in the national tests. Nevertheless, the school development plan does not set out how this issue will be addressed.
65. For 2.5 days per week the school employs a member of staff who has responsibility for ensuring that the school provides for these pupils. Her support is targeted at those pupils who have the greatest need, providing support for the early-stage learners. Most of these children are in the Foundation Stage or in Key Stage 1. The teacher works very well in partnership with staff and provides young children with very good support. However, pupils are admitted to each year group throughout the school. The small amount of time available to support all pupils makes it difficult for the school to provide the same high quality support as is provided for younger pupils. Nevertheless, good assessments are made when each new pupil joins the school so that the right level of support is given to all pupils. The teacher uses the stages of English learning, which are in use nationally at the present, to assist teachers in determining the pupils' stages of learning. At the start of the new year the school has wisely decided to use the stages of language acquisition as laid down by the Qualifications and Curriculum Authority, which is to become the national standard.
66. The English as an additional language teacher ensures that the purpose of raising achievement amongst ethnic-minority pupils is always in the forefront of everyone's thinking. For example, a newly-arrived pupil in Year 6 was assessed and put into the bottom mathematics set. However, this pupil was soon moved when it was discovered that her mathematical ability was high. The teacher is very aware of that nationally many ethnic minority pupils are underachieving. She is determined that the school will not only raising the achievement of all pupils, but also address any underachievement for the group of pupils in her care. It is recognised that some

pupils have more need of support than others because the school uses assessment procedures effectively. Consequently, the school remains aware that the need to support the early language learners is a priority. These groups of pupils are regularly reviewed and make good progress as a result.

67. The committed coordinator is actively involved in ensuring that the needs of pupils who speak English as an additional language are met. This involves planning and preparation with classroom teachers, on a weekly basis, to ensure that in literacy and numeracy the linguistic targets are being pursued and that support is used where appropriate to aid the pupils. The teacher works alongside the pupils, 'interpreting' for them and encouraging their participation in lessons. For example, in a science lesson the teacher was whispering the information to the pupil, who when she saw the gesture made to 'explain' the explosion of seed dispersal, suddenly broke into a big smile of understanding. Where necessary the teacher will have a small group of pupils to give them intensive support, as was seen in the nursery when she was working with children identifying the five senses and words that link with them e.g. taste and tongue. All pupils within the classroom see this as part of the class provision and many others try to join in. Within the lessons seen the quality of English as an additional language teaching is very good. Teachers have a good knowledge of their pupils; for example, encouraging them to sound out letters and build words, changing one word from the sentence to help them develop their vocabulary understanding.
68. The headteacher and the English as an additional language teacher see this provision as an integrated priority and the responsibility of everybody. This is a key factor in pupils' success. All pupils who speak English as an additional language are assessed on entry to the school, through an induction programme, and they are placed on a register of English as an additional language need. The coordinator regularly monitors the progress of pupils who speak English as an additional language, and goes into class to teach in response to their needs. Time is made each week to meet with the teachers to discuss problems and identify support. Monitoring is appropriate and all pupils have individual targets for performance and progress. Progress is tracked closely against the National Curriculum levels for those pupils who are new to learning English. Other pupils' progress is not tracked as rigorously.
69. The school carries out bilingual assessments if they are deemed necessary. No pupil is assumed to be in need of special educational needs support just because his or her first language is not English.
70. Funding available for this provision is well targeted according to need, especially where it is spent on providing much needed resources. However the poorer funding for the Stage 3 and 4 pupils is a restraint. This has an impact upon the staff's ability to continue to raise the standard of achievement of ethnic-minority pupils. The English as an additional language teacher has ensured that there are sufficient dual language books for the number of pupils and continues to increase the stock. The school also employs an effective bilingual classroom assistant.
71. The results of national tests are broken down by ethnicity, gender, and pupils who have English as an additional language. The results are used to help the school in developing its targets in English, mathematics and science. The school's curriculum draws upon the cultures in its community although this still requires some attention. There is a strong commitment by the headteacher, staff, parents and pupils to

ensure that New King's Primary is as inclusive as possible and is always promoting racial harmony and achievement.

### **The work of the special educational needs unit**

72. Support for pupils with a hearing impairment is very good, and the way that pupils are successfully integrated into lessons is a strength of the school. There has been considerable improvement since the last inspection. Pupils now have full access to the curriculum and the strong emphasis on promoting pupils' communication skills has been maintained.
73. There are currently 5 pupils with hearing impairment in the unit. They are usually taught in mainstream classes supported by a specialist teacher or by a trained learning support assistant. At present the pupils are in Years 4, 5 and 6. Pupils receive very good support from the teacher of the deaf or the trained learning support assistant. This ensures that pupils have full access to the curriculum and that their needs are met. The greater move towards integration and support in classrooms is very effective. Pupils take a full part in their class activities, one of the Year 5 pupils is placed in a higher attaining group and achieving well. Pupils in the unit have access to all areas of the curriculum.
74. At the beginning of each day pupils' hearing aids are carefully checked in the unit, and class teachers are each provided with radio aids to support them in the classroom. Particularly effective use is made of the radio aids in a Year 6 literacy lesson where the teacher uses the radio aid when speaking to the class but ensures that other pupils use it for their contributions to the discussion, which gives the two hearing impaired pupils full access to the lesson.
75. The teacher in charge of the unit is skilled and knowledgeable about the needs of hearing impaired pupils. She provides very good support for colleagues about pupils' needs and provides them with good strategies to support pupils in mainstream lessons. She has very good knowledge of pupils' individual needs and supports them well. Each pupil is provided with a home/school contact book. These are well used and provide a good link with parents. Pupils have very good attitudes to school and are well-integrated and valued members of the community.
76. Despite strenuous efforts the school has not been able to appoint a teacher in charge of the unit. Whilst the teacher of the deaf works very well in partnership with all the school staff, the lack of a manager limits the work that is done. All teachers in the school have a statement in their job descriptions concerning the positive integration in lessons of pupils with a hearing impairment. This ensures that successful integration remains a high priority for the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	43	22	3	0	0
Percentage	2	17	51	26	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. 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)	42	152
Number of full-time pupils known to be eligible for free school meals	0	103

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	77

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	29

### Attendance

#### Authorised absence

	%
School data	7.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.4
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	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	7	7	7
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (72)	100 (89)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	7	7	7
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (94)	100 (94)
	National	85 (84)	98 (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	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	8	8	9
	Total	16	17	19
Percentage of pupils at NC level 4 or above	School	76 (83)	81 (86)	90 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	8	8	9
	Total	16	17	19
Percentage of pupils at NC level 4 or above	School	76 (n/a)	81 (n/a)	90 (n/a)
	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	7
Black – African heritage	11
Black – other	13
Indian	3
Pakistani	4
Bangladeshi	2
Chinese	2
White	63
Any other minority ethnic group	35

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	1
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	12.9
Number of pupils per qualified teacher	11.8
Average class size	22

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

Total number of education support staff	3
Total aggregate hours worked per week	19.5

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21
Total number of education support staff	2
Total aggregate hours worked per week	42
Number of pupils per FTE adult	10.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
	£
Total income	822,211
Total expenditure	825,420
Expenditure per pupil	41,271
Balance brought forward from previous year	144,620
Balance carried forward to next year	141,411

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	194
Number of questionnaires returned	57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	0	2	4
My child is making good progress in school.	51	42	2	2	4
Behaviour in the school is good.	51	46	2	2	0
My child gets the right amount of work to do at home.	26	42	18	2	12
The teaching is good.	60	35	0	0	5
I am kept well informed about how my child is getting on.	53	37	4	2	5
I would feel comfortable about approaching the school with questions or a problem.	65	28	2	2	4
The school expects my child to work hard and achieve his or her best.	58	30	4	0	9
The school works closely with parents.	37	47	11	2	4
The school is well led and managed.	39	46	4	2	11
The school is helping my child become mature and responsible.	42	46	2	2	9
The school provides an interesting range of activities outside lessons.	21	44	12	11	12

## **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**

77. The quality of education for the youngest children has been transformed since the last inspection, when it was unsatisfactory and a key issue for the school. The nursery is now a good environment for learning and provision in the reception class is exceptional in all but outdoor play. Teaching in the Foundation Stage is now good overall, with good teaching in the nursery and some outstanding teaching in the reception class. Consequently children of all abilities achieve very well in these early years. Many children start with very low levels of ability, and yet almost all achieve the Early Learning Goals by the time they leave the reception class. Children who start with higher levels of ability are challenged well and make the same very good progress.

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

78. Children find it difficult to work together and share when they begin working in the nursery at the ages of three or four but achieve very well, reaching the learning goals by the time they transfer to Year 1. Very many children start with poor skills in this area of learning. For example, a number of parents were still working with their children for a substantial part of the morning some weeks after they had started school because the children could not cope on their own. Many of these children played alone rather than with others whilst their parents were there. When playing outside in a large group many children find it difficult to recognise the needs of other children. Consequently there are many small tearful incidents.
79. Teachers and nursery nurses work very hard to improve these key skills; for example, fruit and milk are provided each day and children are trusted to take their own drinks independently, sticking their name onto a fruit tree to show that they have had their share. The nursery is well arranged so that children can be independent and organise themselves. Good activities are prepared each day many taught by the adults, others managed by children. Children have a significant amount of choice in the activities they want to do each day, and are also directed to work at certain activities with teachers or nursery nurses every day. This good mix between self-chosen and directed activities helps children to improve their skills in this area very quickly.
80. In the reception class children work very well together and with the teacher. They show curiosity and interest in the activities that are provided; for example, saying “I loved that story” at the end of a class reading session, and asking many questions as the book was read. They help one another to put on aprons for painting. At this early stage in the year many are still just beginning to consider the consequences of their actions for themselves and others.

#### **Communication, language and literacy**

81. Around 40 per cent of the children speak English as an additional language when they start in the nursery. Other children have very limited vocabulary and little experience with books before they begin; few write their name correctly. However, some children are very articulate and enquiring and know plenty of stories and rhymes. The school provides very well for all of these children, so that all achieve

very well. By the time they start work on the National Curriculum in Year 1 most have achieved the learning goals for children of this age group, and a significant number exceed these.

82. Support for children learning English is very good and a strength of the school. The school has chosen to focus most support in these early years when children are learning to communicate in another language. This is very successful and raises children's achievement considerably. Many activities are planned to encourage children to talk to one another in quite formal settings; for example, circle time is used to encourage each child to speak and listen to others. Teachers value all the contributions that children make. Opportunities to develop early literacy skills in reading and writing are a daily feature of the nursery, with children making notes in the shop or drawing pictures and labelling the 'things' they felt inside the 'feely bag'.
83. In the reception class the teacher builds on this good start very well, planning outstanding literacy lessons that are filled with language activities that are enjoyable and challenging. For example, when reading "Little Bo-Peep's Library Book" with the whole class the children are completely absorbed in the story but are learning what to use a library for, and developing very positive attitudes to books and stories. The rest of the lesson is packed with high quality activities that allow young children to learn very effectively through play. For example, the teacher uses a Sammy Snake sock puppet and a range of objects to teach children to recognise the sound "s" at the beginning of words. A clever choice of objects teaches children that some words that sound like an "s" actually begin with a "c"; for example, circle. They children are very excited as Sammy Snake tries to eat the objects they suggest. Another game teaches children alphabetical order as they sort out cards onto some pretend "library shelves". Others choose to look at nursery rhyme books, reading them independently before copying the title of their favourite onto a special writing frame. Children in lessons such as these are making progress at the highest rate.

### **Mathematical development**

84. When children begin in the nursery few three or four year olds can recognise numbers or count accurately up to five. Some children are much more capable and count competently up to at least 20, recognising a few number shapes. By the time children move into Year 1 most have achieved very well, reaching the learning goals for mathematical development. A significant number of higher attaining children exceed these, achieving well in assessments at the end of the reception year.
85. Daily activities in the nursery help children to develop these key skills. For example, children work in groups of six with the teacher for short games, counting round the circle up to six and matching each number with a number card. Plenty of opportunities such as this occur each day so that children begin to recognise numbers and what each represents.
86. In the reception class numeracy lessons are a delight. In some the children wait at "bus-stops" singly or in pairs, for the teachers' bus to come along. As they climb aboard the chairs there are repeated opportunities to count and add on one or two more, counting backwards and forwards up to ten. Outstanding teaching recognises the ability of each individual child on the bus so that the questions are at just the right level for each. There is pure joy on the children's faces as they drive between the stops behind the teacher singing "The Wheels on the Bus" as they go. Individual children have special targets for the week; for example, to recognise the

number seven. The activities that follow after the bus has been cleared away ensure that children practise their targets as they are playing. For example, some make labels for potatoes that have been used for a counting game, drawing the correct number carefully on each little flag. Children in lessons such as these are 'putty in the teacher's hands' and make excellent progress.

### **Knowledge and understanding of the world**

87. In this area too children achieve very well. They increase their knowledge and understanding of the world through the good activities that are provided, so that they achieve the learning goals at the end of the reception year.
88. Cooking; for example, is a regular activity in the nursery. The teacher employed to promote the achievement of ethnic minority groups led a challenging activity to create a plateful of healthy food. The discussion was fascinating for the children. They learned not only about the nutritional value of some foods, but also about religious conventions. For example, Halal sausages and vegetarian dishes. Children learn to respect and understand each other's religions as well as how to eat a healthy diet.
89. Information and communication technology is used frequently in both the nursery and reception classes. Children often visit the ICT suite in small groups, they are encouraged to use the computers independently and as a result are confident when navigating their way around the software. For example, they use the mouse with confidence to drag and drop pictures from one box to another. At the end of lessons children in the reception class close down the programs following the teacher's clear instructions. This represents very good achievement overall.

### **Physical development**

90. Most children run and jump with confidence when they start school and soon learn how to balance on the large climbing frames. Their control over small tools, such as pencils and paintbrushes, is not as good. The many well planned activities in both the nursery and reception classes result in children learning to do this appropriately by the time they leave the Foundation Stage.
91. In the reception class, special physical education lessons are planned in the hall to improve children's skills at controlling their movements to music. Children use cotton streamers to show that they are controlling their movements slowly or quickly, high or low, concentrating very well and making very good progress in a relaxed and happy atmosphere. Other very effective short handwriting lessons are planned to improve children's skills at controlling a pencil as they write.
92. However, overall the development of outdoor play is not as good as other areas of learning in either class. The reception children do not have access to a safe and secure outdoor environment. Sometimes the teacher uses the nursery outdoor area but this is not appropriately equipped for the older children. Children in the nursery all use the outdoor area at the same time. Not enough staff are available when this is timetabled to ensure that most children are engaged in structured activities to improve their skills. The teacher on duty works well with small groups; for example, improving their throwing and catching skills. However, the nursery nurse is unable to give the same high quality attention to all the other children who play randomly with the resources; a few play unnoticed in the toilets. Consequently, many minor

squabbles break out, as many children have poor social skills and are only just learning how to share and play together. It is very difficult to ensure that all children take part in tidying away the resources at the end of the session. This activity is a direct contrast to the rest of the nursery day, which is well structured and controlled.

### **Creative development**

93. Children have plenty of opportunities to develop their creative skills from the minute they start in the nursery, so that by the time they leave the reception class they achieve the learning goals for creative development. The well-organised environment stimulates their imagination. Lots of children dress up and play imaginary games, one little girl regularly dresses up as a princess in a floating pink frock. Other children prefer to dress up as road sweepers and play imaginary games.
94. Teachers provide unusual activities to spark the children's interest; for example, some children were completely fascinated by some gooey pink liquid that smelled of peppermint. They played together happily pretending that they were serving milk shakes or making toothpaste in a factory. The floor-level sand tray has some natural logs and dinosaurs this week. This enables children to play imaginatively with these together or on their own. They make up complicated games that involve the dinosaurs in great danger!
95. There are plenty of opportunities for painting and making pictures. Some detailed collages were made using natural materials such as feathers and leaves. The structured activities in the reception class provide plenty of scope for children to use their imagination. For example, the office was set up for writing practice but involved children pretending to be office workers answering the phone and using the fax machine.
96. Children in both classes regularly sing together. During the inspection all the children joined with pupils in Year 1 for a very special singing lesson with a visiting musician. Some of the nursery children were fascinated by the musical score and tried to follow this by pointing along the lines in time to the music. In the nursery, children go to the quiet room for lessons together and learn to use percussion instruments in time with the singing. Some children are a little over enthusiastic and play all the time! Children thoroughly enjoy these lessons singing the activity rhymes with glee. In the reception class, children singing along in a mathematics lesson are asked to sing sometimes quietly, sometimes quickly and learn how to control their voices very well. Their faces are wreathed in smiles all the while.

### **ENGLISH**

97. Standards in English are much higher than expected when compared with those in similar schools, throughout the school pupils achieve very well. Standards have improved significantly since the previous inspection because the quality of teaching and learning has improved a great deal.
98. When they start school, most pupils' competence in speaking and listening is below that expected. Developing pupils' oral skills and vocabulary is a strength of the school. In almost all lessons across the whole curriculum there is a strong focus on these skills. Pupils are expected to explain what they are doing and teachers make

sure that all pupils contribute to discussions as equally as possible. A good strategy in Year 6 to expect pupils to note words they are not familiar with, and their meanings, in a glossary in the back of their language books is particularly effective and supports pupils who speak English as an additional language well. More than one pupil referred to this list when explaining the plot of Macbeth to inspectors. The very good focus on developing pupils' vocabulary means that they are confident when speaking in different situations. They listen well to one another and to the teachers. They are not afraid to ask questions of adults or each other, developing confidence in answering questions and expressing their opinions. In the best lessons, teachers provide opportunities for pupils to discuss their work in pairs or in groups. This helps them to extend their skills further.

99. Pupils in Year 2 develop a secure knowledge of letter sounds but do not always apply this when reading aloud. They begin to use picture and context clues to work out the meaning of unfamiliar words. Pupils regularly take books home to read with parents or carers. Higher attaining pupils enjoy books and talk about the stories they like. They know the difference between fiction and non-fiction, and sequence stories correctly. In Year 6, pupils attain the standards that are expected in reading. They enjoy reading and are familiar with a good range of genres. They are technically competent in reading skills; for example, in a Year 6, literacy lesson pupils enjoy the story of Shakespeare's "Macbeth". They draw about the characters, giving reasons for their opinions by using the text; for example, one pupil thought that Macbeth was a weak man because he could not face his troubles. However, whilst they are competent in reading skills, pupils only talk about a limited range of fiction when discussing their choices. In their individual reading, pupils are not helped enough to discover the rich range of literature available to them, many only using reading scheme books throughout Key Stage 2. However, literacy lessons use high quality texts that are often linked very well to other subjects; for example, history topics. The same high quality books are not available in the school library or for individual reading choices. The outdated and limited stock in the library limits pupils' reference skills. Whilst they are able to find and use information from a book confidently, few have the opportunity to research topics in the library.
100. In Year 2, pupils are working at the expected level in writing. They write for a range of purposes, making lists and plans, writing poetry and stories. Good use of writing frames to help pupils to concentrate means that they all achieve very well. However, younger pupils are still inclined to wait for help rather than to try and spell words for themselves. Most pupils in Year 2 write with an appropriate style of handwriting and use their knowledge of phonics to spell new words, although not usually correctly. Most pupils recognise and write common letter patterns in words; for example, 'oo' and 'ew'. The standard of writing in pupils' books in Year 6 is already as expected. Pupils are beginning to write for a range of purposes and are developing a sense of audience in their writing. Older pupils use a joined style of handwriting and punctuate their work accurately. They write in a range of styles; for example, they quickly write down the answers to questions about Act III of Macbeth. Pupils scan the text quickly to find examples to support their answers demonstrating their reading skills. Pupils do not always transfer the skills they learn in the literacy lessons to their independent writing and older pupils' use of the drafting process to edit and refine their work is limited. There are plenty of examples of extended writing; for example, pupils in Year 6 wrote stories about "tomb raiding" linked to their history topic on ancient Egypt. Pupils used the conventions of writing in chapters and developing character and plot. Some of these accounts were lively and imaginative and showed they were being aware of the reader. Pupils use their

writing skills effectively in other curriculum subjects particularly in history and religious education. The school is striving to improve the quality of writing, particularly spelling and handwriting. Short lessons to improve spelling and handwriting provide extra practice for pupils to develop writing skills. These lessons are effective and are beginning to improve the quality of writing overall.

101. Teaching and learning throughout the school are good. Teachers routinely share the learning intentions of the lessons with pupils. This helps them to be clear about their tasks and understand what they are learning. Teachers have a secure understanding of the National Literacy Strategy and implement it well. Teachers' planning is much better than it was at the time of the last inspection. The work planned covers all the recommended elements of the National Literacy Strategy. Skilled learning support assistants work well in partnership with teachers, helping pupils with special educational needs to achieve their targets and access all the curriculum. Learning is a struggle for some children, the support they receive enables them to make good progress over time. In the best lessons, teachers refer back to the learning intentions and use the end of lessons well to review learning effectively. Teachers use positive methods to manage pupils' behaviour very effectively in lessons. Consequently pupils have high self-esteem and enjoy their work. Many lessons are interesting and challenging. For example in Year 1, pupils delight in reading "*Polar Bear, Polar Bear, What Do You See?*" with the teacher, and enthusiastically try to sort the animal pictures she has made into alphabetical order. Pupils make good progress in this lesson, repeating the alphabet many times to help them remember the correct order. In Year 4, pupils are absorbed in writing their own newspaper reports. They pretend they are reporters writing about a visit to the "*The Golden Hinde*" in Tudor times. They work hard to get the punctuation and verbs right, changing the latter correctly into the past tense. Teachers use information technology regularly in English lessons. Pupils in Year 6 are competent at writing directly into a word-processing package and then editing the writing later, changing the font size and style and general presentation as well as using the spell checker effectively.
102. The management of English is good. The coordinator is enthusiastic and knowledgeable. He is aware of the school's strengths and weaknesses in English. Teachers analyse pupils' results in the national tests to identify their areas of weakness and then use the information to guide curriculum planning. Most importantly, pupils are aware of the targets they need to achieve to improve their work.

## **MATHEMATICS**

103. Standards in mathematics are very high and pupils achieve very well. This very good improvement since the last inspection has been brought about because significantly more pupils attain standards above those expected for their ages. Furthermore, pupils use and apply their mathematical skills and knowledge more than they did in 1997. Additionally, pupils are taught how to use key mathematical vocabulary in the shared mental and oral element of each mathematics lessons very well. This has increased their confidence and ability to manipulate number.
104. In Year 2, all pupils achieve the expected level for their age with a significant proportion working at the higher Level 3. These standards are among the highest in the country. Pupils manipulate number with great confidence and are particularly



strong in their understanding and use of methods for data handling. They have a secure knowledge of place value up to 100 and are beginning to make use of 'sets of numbers', which help them to learn multiplication tables. For instance, when doubling or halving, pupils count up in jumps of two. They name simple two and three-dimensional shapes correctly and more able pupils identify properties of these shapes such as the numbers of faces, edges and vertices. They use measuring instruments carefully and read scales accurately, such as that on a thermometer. They gather and classify data using tally charts and then present their findings clearly in simple block graphs or pictograms. For example, pupils constructed graphs to show the favourite foods and drinks of pupils in their class. They practise interpreting their graphs through answering questions about the data presented.

105. In Year 6, about 80 per cent of pupils achieve the expected Level 4 and a significant proportion attain at the higher Level 5. These are very high standards. Pupils in Year 6 use their knowledge of place value well to help them work out calculations in their heads. They use a range of written methods of calculation successfully and they apply their understanding of fractions and the relations between fractions, decimals and percentages well. Most pupils measure accurately, estimating before they measure. They calculate the perimeters and areas of regular and irregular shapes and higher attaining pupils make good use of formulae to aid their calculations. Pupils use calculating skills to solve problems expressed in words and regular practice is making them more confident when approaching such tasks. For example, they understand the use of negative numbers in real situations such as when considering temperature. Pupils analyse data statistically and interpret their findings carefully. They use and interpret a range of diagrams and charts well. The oldest pupils understand and use the probability scale of zero to one with accuracy.
106. The quality of teaching and learning is good. Teachers question pupils well to check their understanding and develop their thinking. They present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own abilities. Where learning is very good teachers encourage pupils to solve problems in their own way and give them opportunities to describe and explain their thinking processes to each other. Teachers use a good range of mathematical vocabulary and because of this pupils are able to explain their work using the correct terminology. For example, pupils as young as Year 1 define a two or three-dimensional shape by the numbers of faces, corners and vertices it has. Teachers use the National Numeracy Strategy to guide their planning consistently. As a result, pupils cover a wide range of mathematical topics. Teachers tell pupils what they are going to learn in lessons, and regularly review these objectives at the end of the lesson to make an assessment of how much pupils have understood. Regular assessment is a key feature of the good teaching and has led to teachers setting individual targets for pupils so that they know what they have to do to improve.
107. Pupils are expected to show evidence of their thinking in their written work, demonstrating the methods they have used to work out answers to questions. This is an effective teaching strategy, which ensures that pupils understand what they are doing. The oral and mental sessions at the start of lessons are effective, with a range of methods used to develop pupils' strategies for calculation. Good use is made of counting sticks and number fans to assess the understanding of the whole class. In the best lessons, teachers expect fast responses to rapid questioning and this results in pupils learning quickly and showing good mental agility. The very good relationships between staff and pupils make many mathematics lessons fun!

Teachers are unfailingly positive with pupils, encouraging enthusiasm. Nevertheless, opportunities for pupils to do mathematics investigations are inconsistent. In some classes, pupils regularly undertake mathematics investigations such as exploring the likelihood of different totals made from rolling two dice. In other classes there is very little evidence of investigative mathematics occurring.

108. Pupils with special educational needs and those who speak English as an additional language, achieve very well because of the caring support they receive. Teachers actively ensure the full involvement of all children in mathematics lessons and plan work carefully to address pupils' individual needs. For example, when learning about the principle features of three-dimensional shapes, pupils with learning difficulties used play-dough to make and feel the shapes before identifying the features. Pupils who are learning to speak English are supported well by the emphasis teachers place on the development of all pupils' mathematical vocabulary. Teachers work in close partnership with learning support staff who give good support. All teachers ensure that pupils with different levels of attainment receive challenging work that matches their needs and this promotes the learning both of the higher attaining pupils and of those who need additional practice or support. The Excellence in Cities initiative has been used effectively to establish small groups for higher attaining pupils in mathematics in Years 5 and 6. The number of pupils reaching the higher Level 5 at the end of Year 6 has risen as a result.
109. Throughout the school pupils use ICT well to support their work in data handling. Younger pupils enter data and create block graphs and pictograms, and older pupils learn to use a spreadsheet; for example, to record their attainment on weekly spelling or mental arithmetic tests. They learn about the practical use of spreadsheets for recording regular payments towards such activities as the school journey and when compiling a school's resources order from the requirements of different classes. Pupils use mathematics effectively to help learning in other subjects. For example, they use accurate measuring skills in design and technology projects and tabulate findings of their experiments in science.
110. Teachers use a range of strategies well to assess children's attainment in mathematics. Results from annual non-statutory tests are used to track pupils' progress from year to year and also to guide the school's target setting. Targets are set for all pupils every year based upon their performance in these tests. All staff are involved in reviewing these targets and are committed to raising standards even higher.
111. The coordinator is effective in supporting and advising colleagues and in managing resources. She is new to the post and has a clear view of how she wishes to develop her role further. She has identified that the use of mathematics in investigations and 'real-life' problem-solving is underdeveloped. There are plans to improve this.

## **SCIENCE**

112. Pupils achieve very high standards in science, with a third attaining standards above those expected for their age in Year 6. This good improvement since the last inspection is due to the good provision for science. There is good intensive teaching of the key vocabulary and essential facts. An increased focus on applying

pupils' knowledge to practical scientific investigations has been effective in extending their understanding of the facts and concepts they learn.

113. In Year 2 all pupils attain the standards expected for their age, and a significant proportion attain at the higher Level 3. These standards are among the very highest in the country. Pupils know the principal differences between living and non-living things and identify the characteristics of different stages of the human life cycle, for example:

*'Toddlers can walk and eat solid food and babies can't.'*

They have a good understanding of food values and judge whether a diet is balanced. They know the necessity for hygiene when preparing foods. Most pupils group materials according to their properties and name a range of ways of changing materials, such as:

*'...squashing, bending, twisting, stretching and heating...'*

They consider simple forces and their effects and have a clear understanding of the importance and risks of electricity. More able pupils in Year 2 can identify when an electrical circuit is complete, writing independently:

*'When I connected the paper clips it cunplays (completes) the sercit (circuit) and the light comes on.'*

114. In Year 6, more than 85 per cent of pupils attain at least the standards expected for their age and about a third of them achieve the higher Level 5. These standards are much higher than expected. Pupils have a good understanding of the human life cycle and explain the functions of bones, muscles and organs of the body. They know how to stay healthy including how exercise affects our bodies. They use the correct terms for the various parts of a plant and explain their functions, writing:

*'Photosynthesis is the process that plants use to make 'food' from sunlight.'*

They consider living things in relation to their environments and think about features that make particular species suitable for certain environments. For example:

*'A camel is suited to living in the desert because it ... has long eyelashes so sand won't go in their eyes.'*

Pupils have secure understanding of materials and their properties. They know what constitutes a solid, a liquid and a gas and can give good examples of each. Pupils in Year 5 conduct experiments to investigate how sound travels and learn to generalise rules from their findings, for instance:

*'Whether the vibration is visible or invisible it still happens everywhere and it will still produce noise and movement.'*

They investigate changing states such as ice cubes melting and then consider which materials make good thermal insulators and conductors. The oldest pupils identify a range of methods for separating mixtures, correctly use the terms 'evaporation', 'condensation', and 'filtration' and explain how to use a magnet to separate a collection of solid objects. Pupils have good experience of using simple electrical circuits. The oldest pupils identify correctly from circuit diagrams which designs will complete a circuit and which will not. They know which materials make a good conductor and consider safety issues and a range of sources of energy. Pupils have a good knowledge of a range of forces and of how force can be measured and altered.

115. Pupils throughout the school enjoy practical science and relish opportunities to undertake investigations. They plan and carry out a test using simple equipment and develop the use of scientific language through their observations and findings from their experiments. Most pupils make reasonable predictions about likely

findings from their experiments. They record their findings in words, tables and diagrams, comparing them carefully with their predictions. Older pupils discuss the factors that make a test fair and consider carefully how to alter one variable without affecting another. However, pupils in both key stages are given insufficient opportunities to design their own experiments. Teachers guide the design of experiments too much, giving pupils insufficient opportunities for open-ended investigation, or the chance to discover why their designs for experiments do not work.

116. The quality of teaching is good overall. Teachers use questions effectively to assess and develop pupils' understanding. They plan tasks that capture pupils' attention and excite them, and use experiments well to develop their thinking and investigative skills. In response, pupils listen carefully and contribute well in whole-class discussions. Teachers encourage pupils to explain their thinking to others to help clarify their understanding and chair lively discussions that extend pupils' thinking and reasoning skills. The most effective marking of written work highlights strengths within pupils' writing and asks questions to promote or refine their understanding of a concept. Teachers plan to assess each topic, but at present these assessments are informal and not part of a whole-school policy for assessment in science. Consequently teachers do not use the information effectively to plan future lessons.
117. Pupils with special educational needs and those for whom English is an additional language achieve very well because of the caring support they receive. Teachers are careful to plan activities to promote the full involvement of pupils with special educational needs, who sometimes work with more able pupils or a supporting adult. Instructions or the recording of experiments are simplified by increasing the use of pictures and diagrams. The consistent emphasis teachers place on the development of all pupils' science vocabulary supports those who are learning to speak English very well. Teachers ensure that all pupils are fully involved in class discussions.
118. Information technology is used appropriately to support pupils' learning in science. In addition to its use in supporting the recording of evidence and the presentation of results, information technology is used for sensing and monitoring activities, such as when evaluating the effectiveness of different materials as thermal insulators.
119. The coordinator gives effective support and challenge to colleagues and is pursuing plans for a manageable, systematic approach to assessment in science. The school has a useful collection of teacher-support materials for staff who lack confidence in teaching science.

## **ART AND DESIGN**

120. During the inspection there was only limited opportunity to observe art and design lessons because of the school's decision to teach the subject in blocks of time during other terms. However, when the school was last inspected standards were as expected in both key stages. There is a similar picture this time and, by the time pupils are 11 years old, standards in art are again typical in this age group. Evidence of pupils' achievements was only available in sketchbooks from last year. Whilst the work in these is of an appropriate standard the range of skills is fairly limited. Furthermore, younger pupils have taken their work home and there are few art displays on the walls. Consequently, a judgement about attainment in Year 2

cannot be made. In Key Stage 2 pupils make reasonable progress. Appropriate curriculum plans show how pupils develop their skills as they move through the school.

121. Pupils mainly work with pencils and paint in their sketchbooks. There is evidence of good collage work in Year 5, here pupils combine paint and photographic resources to make and improve portraits. These pupils also improve their skills in drawing figures, either sitting, standing or moving. In Year 6, pupils use viewfinders and work on composition of landscapes and use their sketchbooks to test paint colours and different pencils appropriately. However, masks on the wall in Year 6 show a low level of skill, they are mainly a photocopied outline of an Egyptian tomb mask, which each pupil has painted. Planning to teach art with history is not effective, as lessons do not identify which art skills pupils will improve in the lessons. For example, in Year 6 pupils were completely absorbed in their history project on the theme of ancient Egypt. They took great care to draw diagrams of Egyptian boats into their books. As they could not see a boat they could not develop the skills of drawing three-dimensional objects, drawing in proportion. There was no opportunity to develop skills to use a range of pencils or other media to draw lines, shade or tones. Whilst the lesson successfully developed appropriate history skills, and the diagrams showed good understanding of the main features of ancient Egyptian boats, no art skills were developed in the lesson. No art lessons were seen in Year 2, but pupils have made drawings of natural objects; for example, leaves, twigs and berries. Whilst they took great care with these the task that was set limited the quality of their work because it did not focus on developing specific drawing skills. No art lessons were seen.
122. The subject makes only a limited contribution to cultural development, and does not reflect the rich cultural heritage of the pupils; but some displays around the school celebrate art and its contribution to the school community. For example, pupils talked enthusiastically about visits by theatre groups and Year 3 pupils are due to visit the Wallace Collection soon as part of their work on pattern. Overall displays around the school are not as good as could be expected. The King's gallery on one staircase is sadly empty. This is largely because the school plans to teach art in half termly blocks, alternating the work with design and technology. Consequently very few classes were learning art during the inspection and so there was little work available to display. There is little evidence of ICT being used to support artwork. The young and enthusiastic coordinator is fairly new to her role but has very good subject knowledge. There is a clear difference between the higher quality of pupils' work in her class and that of the rest of the school. Her action plan shows the need to monitor art planning and pupils' work more rigorously as she develops her role.

## **DESIGN AND TECHNOLOGY**

123. Standards in design and technology have improved since the last inspection, when they were not high enough at Key Stage 2. Standards are now as expected in Year 2 and Year 6. Pupils are achieving well. This is because the curriculum has improved and pupils are developing their skills as they move through the school. Although only a few lessons were seen in Key Stage 2, the school has a wide range of photographic evidence. Class books in Key Stage 1 show how pupils plan and improve their work.

124. In Year 2, pupils design and make puppets to a good standard. They use a range of different fabrics and techniques to join these together. Pupils make timber-framed model houses and use appropriate techniques to join the wood together. Their samples of Joseph's multi-coloured coat have bright patterns that were planned and designed appropriately before work began. In Year 1, the pupils' very good moving story books are individually designed and carefully made.
125. In Key Stage 2, some projects are planned in pupils' sketchbooks. Year 6 pupils make well designed furry slippers, although no planning is available to show how they prepared for this project. In Year 5, pupils make musical instruments and bake biscuits. In Year 4, pupils make money containers, planning their designs and making the containers carefully over a few weeks. In a Year 4 lesson the male teacher was a very good role model, demonstrating, to a group of boys and girls, how to sew blanket stitch. The boys were fascinated by this demonstration, watching the technique carefully. This encouraged the boys to improve their sewing skills in a very positive atmosphere. The resulting work was of good quality. In Year 3, pupils have been thinking about what they will need to make a healthy sandwich before actually making one. They learn hygiene and how to work safely, and then thoroughly enjoy eating the sandwiches!
126. Only a limited amount of teaching was seen. In some lessons, teachers' introductions were too long, so that pupils were very impatient to begin work and found it difficult to listen. In other lessons, support teachers were used very well to help pupils who were finding the tasks difficult. Overall pupils of all ability groups learn well because they are following a curriculum that sets out clearly how they will improve their skills as they move through the school. The good development of vocabulary effectively supports those who are learning to speak English. Information and communication technology as yet plays only a limited role in the subject. Nevertheless, there is a good improvement since the last inspection when longer-term planning for design and technology was unsatisfactory.

## **GEOGRAPHY**

127. The last time the school was inspected pupils were not achieving high enough standards in this subject. They now achieve well reaching standards that are typical at both key stages. This is because pupils cover a broad range of experiences that are carefully matched to the Qualifications and Curriculum Authority scheme of work. Nevertheless, there are not enough opportunities for pupils to record their work independently. This limits the standards that are achieved in both geography and literacy. Very few lessons were observed, and judgements have been made from looking at the quality of pupils' work and teachers' planning over the whole of the last academic year.
128. In Year 2, pupils have a sound knowledge of the local environment, the immediate locality and the natural world. Pupils in Year 1 have recorded their observations of what they see on their route to school and their observations from a walk around the locality. They are developing elementary mapping skills by recording their journeys to school. Year 2 pupils are learning to identify places on a map of the British Isles, and are comparing features of a Scottish island with features of their own locality. This is well linked to their literacy work, using the 'Katie Morag' books about a child who lives on a Scottish island. Year 2 pupils also make links with history as they

compare features of the seaside today and how it was in the 1950s, considering how seaside holidays have changed.

129. In Year 6, pupils have a good knowledge of their local area. Their work is closely linked to their history topics. Year 6 pupils have compared geographical details of ancient and modern Egypt as they also study the history of ancient Egypt. They extend their knowledge and understanding of places as they use maps and reference books to research Egypt. In the lesson observed, pupils in Year 3 were comparing a modern aerial photograph of the area surrounding the school with an old map. They were considering the changes in land use since the 19<sup>th</sup> century in Fulham. Pupils show positive attitudes to the subject.
130. Too little teaching was observed in each key stage to make a firm judgement. The teaching seen was good. Evidence in pupils' books and teachers' planning shows that teachers have good subject knowledge. Mapping and research skills are taught well, enabling pupils to develop their knowledge and understanding and increase their skills. Teachers plan effectively for geography and encourage pupils to work with effort.
131. As in other subjects when the skilled support assistants are available they effectively support pupils with special educational needs and those who speak English as an additional language. There is no evidence of ICT being used to support this subject in the pupils' work. This is a missed opportunity. At present, procedures for assessing pupils' progress in geography are limited. This has been recognised by the school. The coordinator is planning to develop these further and also to improve the quality of learning resources.

## **HISTORY**

132. Standards have been maintained since the last inspection with signs of improvement. Pupils achieve well to reach the standards expected in Year 2 and Year 6. However, only a handful of lessons were observed and other evidence was gained from looking at last year's work and discussions with pupils and teachers.
133. In Years 1 and 2, pupils gain some understanding of chronology by comparing their lives now with when they were much younger. They enjoy talking about how they know which teddy is old and which one is new. Their vocabulary demonstrates their understanding of age and time as they use descriptive language about their teddies. Seven year olds accurately sequence the events in a story, such as the Great Fire of London. They explain what an eyewitness is, and name a famous one; for example, Samuel Pepys. They recognise famous people of today, such as the Queen, and learn about famous people of past times such as Florence Nightingale 'the Lady of the Lamp'. They enjoy listening to stories about these people and talk about their contribution to history. Pupils talk about the differences between the past and present in terms of holidays and the variety of activities that people participate in.
134. Seven to 11 year olds gain a sufficiently broad view of history through studies of the Tudor period, the Victorian age, Britain since 1948, and ancient Egypt. Their general historical knowledge of these periods is as expected. For example, they know the kings and queens of the Tudor period, understand the difference in living conditions between rich and poor and describe the features of a Tudor house in some detail. They compare Victorian life with life at present. Pupils are familiar with

some ancient civilisations, such as the Aztecs and ancient Greece. Higher attaining pupils develop good skills in historical enquiry as they recognise the value of historical sources in providing information about people and events. Some pupils use computers including the Internet, to obtain information about topics, and higher attaining pupils use a variety of sources to good effect. Staff plan into their teaching the opportunity for pupils to undertake independent research into topics of their own choice.

135. Teaching in the few history lessons that were seen was good or very good. In the most effective lesson, which compared Victorian leisure pursuits with those of today, groups of pupils in Years 5 and 6 were carrying out some research into the differences. The lesson built very effectively on what they had already found out and pupils were set interesting and challenging tasks to develop their findings. Very good opportunities were taken to reinforce the English language especially for those pupils who speak English as an additional language. Resources were very well organised, so that; for example, each group had plenty of books from which to find the information needed to identify the difference and why Victorians did or did not take part in each activity. It was particularly important to see that pupils whose first language was not English had good linguistic support so that they were able to contribute. This allowed them to achieve some important early successes in the enquiry. Pupils showed a keen interest and listened attentively, responding very positively to questions. They were encouraged to talk freely about their work and expressed their views. Their enthusiasm and interest made a considerable contribution to their learning.
136. The subject coordinator has been in this role for just 12 months and has not yet had time to make a significant impact on standards but has very positive attitudes. Curriculum planning has improved since the previous inspection and is now based on a nationally recommended scheme of work. Resources are adequate, and the coordinator is updating them regularly but there are insufficient historical artefacts with which to support pupils' learning. However the frequent well planned visits to areas of historical interest help extend pupils' enquiry skills. For example, a trip to the Golden Hinde helped develop skills in ICT as well as literacy. Pupils used word-processing packages to write newspaper-style reports on the visit. They wrote what it was like to be a dentist, surgeon, barber, officer or gunner on board the ship during the Victorian age, demonstrating well the knowledge they had gained.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137. Pupils achieve well in ICT reaching the standards expected for their ages. This is good improvement since the last inspection when standards were below expectations for pupils in Year 2. Regular lessons each week in the computer suite that focus on the development of pupils computer skills have raised standards. This work is reinforced by regular use of the computers in classrooms to support learning in other subjects. The curriculum for ICT has been improved by adapting the Qualifications and Curriculum Authority scheme of work appropriately to guide teaching and learning.
138. Word-processing skills are developed throughout the school, pupils of all ages regularly draft written work directly to the computer. The youngest pupils can change the print style, size and colour and older pupils progress to rearranging and amending text through highlighting and 'drag and dropping' parts of their work. As



they move through the school they develop more sophisticated methods for editing a piece of text, organising text and pictures on screen to create eye-catching reports or designs. A good example of this is in Year 6's advertising leaflets on recycling waste where combinations of strong text styles and simple line drawings portray forceful messages.

139. Data-handling programs to enter, present and interpret data are used in each year group. Pupils' experience of using information technology for controlling events (such as a floor robot) is as expected for pupils of their ages. For instance, pupils in Year 1 have written programs to direct the robot to *'move from the carpet to the door.'* Older pupils learn how to monitor events such as the changes in temperature of hot water as it cools using sensing equipment that records the temperature of the liquid on the computer.
140. Pupils use the Internet and the school's CD-ROM programmes competently to research information, for example, for a history project on the Tudor dynasty. Teachers guide pupils' use of the Internet carefully and before they begin, discuss 'Internet rules' including pupils' own responsibilities to behave well.
141. Teaching is good overall and as a result pupils develop good ICT skills. They are given plenty of experience. Consequently they are confident and make more sophisticated use of the technology. Teachers plan a suitable range of activities for pupils and have high expectations of pupils' independence with the equipment. As a result nearly all pupils in the school can use the Windows operating system to 'log on' and access the required program. Many can load a specific file from the hard drive and at the end of a lesson save their work and exit the program. Direct teaching of ICT in the ICT suite is consistently good and often very effective. The best teaching is characterised by staff allowing pupils to operate the equipment independently, making their own mistakes and finding their own solutions with guidance. Teachers' enthusiasm and use of the technology has grown and the extended training planned for staff to begin in the second half of term will enhance this further, developing and extending staff expertise effectively.
142. Information and communication technology is used well to support learning in other subjects. For example, as part of their history studies, pupils in Year 4 wrote newspaper articles about their visit to Fulham Palace with a word-processing package. Year 2 pupils have used the equipment to sequence the life cycle of a frog or a plant. They have written instructions from a design and technology project and reports of a visit to school from a group of people who helped with a design and technology project. Year 6 pupils have used a range of sources to compile their class yearbook, combining text, digital photographs, images downloaded from the Internet and clipart into a personal record of their years together.
143. Pupils with special educational needs and those for whom English is an additional language are supported well and the help they receive from classmates as well as that from the support staff ensures that these pupils achieve well.
144. The coordinator provides knowledgeable support for colleagues, although at present he has to spend too much of his time on the day-to-day maintenance of the elderly system. Assessment is currently an informal arrangement of annotating a piece of computer work each term. The school is aware that a more regular system needs to be agreed.

## MUSIC

145. Standards in music are not high enough because too little time is available to teach the subject, and teachers' subject knowledge is weak. There has not been enough improvement in this subject since the last inspection. Some aspects of the Programmes of Study are taught superficially as teachers do not have the time to address them in depth. There is not enough progression in music and skills are not taught systematically from year to year. This does not enable pupils to build well on their previous knowledge and experience.
146. The school recognises the need to make urgent improvements and is using external musicians to teach some lessons and provide training for staff. For example, a singing session, for children in the Foundation Stage and Year 1, was led by a choral amateur from the local education authority. Pupils responded to this enthusiastically. They listened well and showed that they are capable of achieving well in singing. They sing with pleasing tone and are developing a satisfactory sense of pitch.
147. Pupils in Year 4 are developing a good knowledge of musical terms. One pupil was quick to point out and correctly explain, the difference between beat and rhythm. These pupils had previously taken part in a project with a professional orchestra and because of this had made satisfactory gains in their musical knowledge and understanding. In this class, a hearing impaired pupil greatly enjoyed the lesson and showed good development of rhythmic skills. Pupils' work shows evidence that those in Year 3 have used a computer programme to record graphic scores. This aspect of music was successfully developed in a Year 6 lesson. Pupils were shown graphic scores and then asked to develop their own. When looking at the scores one pupil raised the question of how they could represent two half beats. Other pupils made interesting and constructive suggestions as to how they might do this. However the time allocated to music lessons is too short to challenge and extend pupils' musical skills. They find this frustrating, as they are interested and enthusiastic. They expressed a wish to continue and develop their ideas.
148. Too few lessons were observed in each key stage to make a clear judgement about the overall quality of teaching. It is clear however that there are weaknesses in teaching this subject. The school has introduced a published scheme of work for music, which covers the Programmes of Study. However, most teachers lack the confidence and knowledge to use this well. In music lessons and in the musical activities observed, pupils showed great enthusiasm and potential.
149. The new headteacher is keen to extend the musical opportunities offered to pupils. Through the Excellence in Cities project, 11 year old pupils are being offered a good opportunity to spend a day with a professional orchestra, attending rehearsals, meeting musicians and attending a performance. There are good plans to develop links with professional musicians and to take full advantage of the musical resources offered by the local education authority. The music coordinator has produced a positive action plan for music and is well placed to make the necessary improvements.

## PHYSICAL EDUCATION

150. Standards in physical education meet national expectations and have been maintained since the last inspection. There has been an improvement in pupils' attitudes. However pupils' achievement is limited by the accommodation available. There are two halls for indoor work, neither of which is adequate to allow older pupils to use the apparatus to extend their skills in gymnastics. Outdoor space is limited to two playground areas, which require attention to their surfaces to make them safe for outdoor games. The school does occasionally make use of local facilities, which have some grassed areas. In Year 6, pupils take part in outdoor and adventurous activities. Consequently pupils only go swimming up to Year 5, and by the age of 11 not all are able to swim 25 metres. Overall resources are adequate, but facilities are limited.
151. A few lessons in games and gymnastics were observed, not enough to make a secure judgement about the overall quality of teaching at each key stage. All pupils in these lessons are learning appropriately. Teachers are enthusiastic in leading 'warm ups' and give pupils the chance to share their successes or demonstrate the best standard. In a gymnastics lesson for nine and ten year olds, different groups of pupils were used to remind others of what points to look for in a sequence of movements on the apparatus, e.g. "I'm looking for mirroring of movement". In the same lesson care was taken by the teacher to correct sloppy jumping as well to give help to a pupil who had difficulty with heights whilst climbing and balancing on the cave apparatus. Such attention to detail leads to rapid improvement amongst lower attaining pupils. Higher attaining pupils seek to emulate the moves made by the demonstrating gymnasts. Pupils with English as an additional language are well supported in the lesson by the assistant and the class teacher, and reach similar standards to the rest of the class.
152. Pupils learn well because of good self-discipline and their willingness to work with each other. The teacher of five and six year olds set up pairs of pupils to pass or bounce balls accurately. As the pupils become more confident they explore catching and throwing the ball more accurately and more times to 'beat their record'. The lesson is carried out in good humour with some of the higher attaining pupils setting their own targets to 'beat themselves'.
153. There is a reasonable choice of after-school sporting activities and the coordinator attends a range of training and coaching courses to improve her expertise. The subject coordinator is showing good leadership. She has arranged for the teachers to use their strengths and interests. The teaching assistants have been placed in lessons where support is needed and this works well. In the gymnastics lesson for five and six year olds it benefited one pupil immensely to copy the assistant's actions and have her help throw and pass the ball. Assessment is adequate but in its early stages. This is an area identified for improvement on the coordinator's action plan.

## **RELIGIOUS EDUCATION**

154. The last inspection reported that standards in this subject were too low and pupils were not making enough progress. There has been good improvement. Standards in religious education now meet the expectations set out in the locally agreed syllabus for the subject. Pupils now achieve well reaching higher standards than might be expected due to the broad range of work they cover. The curriculum that

is planned allows pupils to study major faiths in increasing depth as they move through the school.

155. In Year 2, pupils work together to make class books about different faiths; for example, Judaism, Christianity and Hinduism. They record the major tenets of each faith in writing and using detailed illustrations. They include lots of stories from the faiths, which they clearly enjoy.
156. In Year 6, pupils present their work in a range of styles. They use their literacy skills well, punctuating and presenting work carefully. They are beginning to consider more complex ideas in religions. For example, when learning about Buddhism they consider why reincarnation is important.
157. Throughout the school pupils are encouraged to reflect on their own and other people's beliefs. They are guided to compare the special times and places from their own and other faiths. For example work within Year 4's consideration of celebration and worship in different faiths included some very personal accounts of how special times such as Eid were celebrated in pupils' own families. This very good work, enables pupils to be proud of their faith and raises their self-esteem.
158. It was not possible to see many religious education lessons during the inspection. Those that were observed enabled pupils to learn appropriately. In Year 6, pupils were fascinated by the idea of Buddhist mandalas. They talked about their own personal characteristics frankly as they decided which patterns to use in designing their own personal mandala. They took great care with this work. However, the lesson did not give pupils many opportunities to explore religious ideas together in any depth. In Year 3, pupils reviewing the story of Jonah and the Whale remember the sequence of the story well, becoming more and more animated as the story unfolds on the chart. The story is used well to illustrate beliefs in Judaism. In Year 2, pupils learning about Hindu customs make each other a Rakhi bracelet. This calm lesson allows them to appreciate the wonder of a Hindu temple. Hindu pupils in the class swell with pride as they explain beautiful pictures of the temple to their classmates.
159. Many aspects of the curriculum for religious education develop pupils' spiritual awareness well. For example, they are encouraged to be reflective as they consider how to be a Good Samaritan. Others carefully design prayer mats and then consider what characterises prayer for them and how they might use their own prayer mat. In learning about the story of Jonah, pupils consider forgiveness and discuss their own experiences of occasions when they have been forgiven or have needed to forgive, and how they felt.