

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY SCHOOL

Battersea, London

LEA area: Wandsworth

Unique reference number: 101035

Headteacher: Mrs Frances Bussy

Reporting inspector: Mrs Janet Gill
18706

Dates of inspection: 15th – 18th January 2001

Inspection number: 197018

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Batten Street
London

Postcode: SW11 2TH

Telephone number: 020 7228 2812

Fax number: 020 7228 0747

Appropriate authority: The Governing Body

Name of chair of governors: Revd Canon Peter Clark

Date of previous inspection: 3rd July 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Janet Gill	Registered inspector	English Geography English as an additional language Areas of learning for children in the Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
18919	John Kerr	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
19983	Haydn Webb	Team inspector	Science Information and communication technology Design and technology	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?
30033	Malcolm Wright	Team inspector	Mathematics Art and design History Music Physical education Special educational needs Equal opportunities	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
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WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an increasingly popular voluntary aided school situated in Battersea. It has 210 full time pupils, from the nursery to Year 6, with a further seven part-time. The school is of average size and has eight classes, with approximately equal numbers of boys and girls. Children are admitted twice a year into the nursery and spend at least two terms before transferring to the reception class. Attainment on entry to the nursery is well below average. By the end of the reception year, children have made good progress but attainment is still below average, particularly in communication, literacy and mathematics. Many pupils come from the surrounding area where there is mixed housing, mainly high rise flats and Victorian terraces. Thirty-nine per cent of pupils claim a free school meal; this is above the national average. A high proportion of the pupils (75 per cent) are from ethnic minority groups; this is a considerable increase since the 1995 inspection. Over 50 per cent of the pupils speak English as an additional language. Thirty-six per cent of pupils are on the special needs register, which is above average. One child has a statement of special educational need.

HOW GOOD THE SCHOOL IS

Christ Church CE Primary School is a well-organised and happy community. It has improved significantly over the last four years and is now a very effective school. The headteacher, supported by the staff and governors, is providing the school with very good leadership. The quality of teaching is good and, as a result, standards are improving. The use of all the school's resources, including specific grants for pupils with special educational needs and English as an additional language, is very good. The school has broadly average income for an inner London school and provides good value for money. This is an improvement from the last inspection.

What the school does well

- The headteacher provides very clear leadership, directed at improving the quality of education and raising levels of achievement. She is well supported by all staff and governors.
- The quality of teaching is good. Support staff make an excellent contribution to pupils' learning.
- Very good provision for pupils with special education needs and English as an additional language has a significant impact upon the good progress and standards achieved.
- The school is very effective in promoting pupils' spiritual, social, moral and cultural development, because of the very positive learning environment underpinned by an excellent caring ethos, very good relationships and the consistent application of the school's aims, values and policies.
- The procedures for assessing and monitoring pupils' attainment and progress are excellent.
- The partnership with parents is very good. They are extremely well informed.

What could be improved

- Standards in information and communication technology are not high enough because some aspects of the curriculum are not covered.
- The achievement of higher attaining pupils by setting appropriate challenges in all subjects.
- The opportunities for pupils to show initiative and become more independent in their learning.
- The use of behaviour management procedures that sometimes slow down the pace of lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The headteacher, governing body and staff have worked hard to make improvements with the result that the key issues identified within previous reports have now been successfully addressed. Leadership and management are now very good. The quality of teaching, learning and planning are now good and standards have improved. There are co-ordinators for each subject. Pupils' behaviour is good and their attitudes to school are positive. However, on occasions, too much time is spent on discipline, which slows the pace of lessons and impedes learning. Personal and social development is now promoted very well in the Foundation Stage. Assessment procedures are now excellent and used effectively to collect

data, target resources and improve standards. The shared vision and strong partnership between the headteacher, staff and governors provides a very good basis for further development.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	D	D	C	A
Mathematics	E	D	E	D
Science	E	D	C	C

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Overall standards at the end of Key Stage 2 have improved in line with the national trend, although standards in mathematics are considerably lower than in English and science. The school exceeded its targets for English, but not in mathematics. Targets have been set lower for this year, but this quite rightly reflects the ability of the present cohort. Pupils for whom English is an additional language (EAL) achieved equally well in the National tests. In comparison with similar schools, standards in English are well above average, in mathematics below average and average in science. Currently, standards are below average in English, particularly in writing, mathematics and science. This is because many of the pupils in Year 6 have special educational needs (SEN) or are requiring a lot of support in their acquisition of English. This affects their ability to use and understand mathematical vocabulary and interpret data. Standards of achievement are higher in Years 4 and 5 and improving rapidly in Year 3. At the end of Key Stage 1, standards have declined over the last two years. This is due to many more children entering the school with SEN or low levels of English acquisition. The school is addressing this issue with success. The specialist teacher for EAL is working in partnership with the Foundation Stage staff and standards are improving. In Year 1, standards are broadly average and in Year 2 not significantly below. Improvement is evident in information and communication technology but standards remain below average. In other subjects, standards are at least satisfactory, which is a considerable improvement, particularly at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are good. The pupils enjoy coming to school, work well together, listen to their teachers and they answer questions thoughtfully.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. There are occasional lapses in behaviour, but this is mainly confined to restlessness and inattention. No incidences of bullying were observed. There is good racial harmony. There have been six exclusions this year.
Personal development and relationships	There are good opportunities for nursery and reception children to make choices about their own activities and learning, and so they become independent and motivated. The development of pupils' independence is not promoted sufficiently well in the main school. Consequently many pupils lack initiative in their learning. Pupils get on well with each other, visitors and staff. Relationships are very good.

Attendance	Levels of attendance are above the national average. This is a significant improvement since the previous inspection. In spite of the best efforts of the school, a minority of pupils still arrive late.
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TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
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

The quality of teaching has improved significantly and is now good across the school. In 98 per cent of the lessons it is satisfactory or better. Around 70 per cent of lessons are good or better, with a third very good or better. This is high quality teaching and is one of the main reasons for pupils' positive attitudes to learning and improved behaviour. Pupils show interest and enthusiasm, work hard and present their work well. Children are well taught when they start school. The quality of teaching in Key Stage 1 is good overall, although more variable. It is in Key Stage 2 in Years 3 and 6 where inspirational teaching takes place and excellent lessons were observed. Overall teaching is good with very good features. The quality of teaching for special educational needs (SEN) and English as an additional language (EAL) is good and often very good. This helps pupils make good progress in their work and their acquisition of English. The teaching of English and mathematics is good, including the teaching of basic skills. Consequently, the National Literacy and Numeracy Strategies are being implemented effectively. Literacy is used well across other subjects and numeracy satisfactorily. Planning is very good. The introduction of a common format has contributed to this. Particular strengths of the teaching include the very good relationships. Teachers manage pupils well in lessons and most pupils respond well, but there are occasions when too long is spent negotiating about behaviour. Time is wasted and the rate of learning slows. Day-to-day assessment procedures are good; marking is positive and helps pupils improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate curriculum with an emphasis on English and mathematics. All the subjects of the National Curriculum, as well as health and sex education, are included. There are some aspects missing from the curriculum for information and communication technology (ICT). The needs of higher attaining pupils are not always met. The school offers a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Pupils are very well supported and have full access to the curriculum. They make good progress and achieve well for their abilities.
Provision for pupils with English as an additional language	Over 50 per cent of the pupils have English as an additional language. The school makes very good provision for these children; they make good progress and usually achieve average standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision made for pupils' spiritual, moral, social and cultural development is very good. It enhances the quality of learning. The headteacher and staff are very good role models for the pupils. Adults approach the pupils with courtesy, clearly valuing them as individuals. In return, they gain the respect of the pupils.

How well the school cares for its pupils	The school is a very caring community in which pupils are happy and secure. Health and safety and child protection procedures are very good. Assessment procedures are excellent.
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Relationships between the parents and school are very good. The school enjoys the support of the parents. The headteacher and staff are very approachable. The school works hard to ensure the parents are extremely well informed about the life of the school and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets a very clear vision and direction for the school and is very aware about what the school needs to do next in its bid to improve still further; this is shared with the staff and governors. There is very good teamwork and strong commitment from everyone to continue to raise standards.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties. They are very supportive of the headteacher. They know the school well and are committed to its further development.
The school's evaluation of its performance	The school is committed to self-evaluation and is aware of its overall performance. The school has taken very good action to improve.
The strategic use of resources	There is very effective use of the funds available to the school. Day-to-day procedures are very efficient as a result of the work of the school's administrative staff. The school now offers good value for money.

The school is extremely well staffed and supports the learning of pupils with English as an additional language and special educational needs well. Accommodation is good and learning resources satisfactory, although information and communication technology is not always used effectively. The principles of best value are well understood and implemented by the headteacher and governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • Children behave well in school and are becoming more mature and responsible. • Information on their children's progress. • Teaching is good and staff approachable. • The school works closely with parents. • There is a caring attitude and a Christian ethos. • The headteacher has made considerable improvements to all aspects of school life. 	<ul style="list-style-type: none"> • The amount of homework. • The range of activities outside school.

Parents are very supportive of the school. Inspection evidence supports all parents' positive views. Generally homework is set regularly, but there are some inconsistencies in provision. Inspectors judged there to be a very good range of activities outside school which enhance pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start in the nursery at the age of three with attainment that is well below average, particularly in communication, language and literacy and social skills. There are many more children entering the nursery with special educational needs (SEN) or speaking English as an additional language (EAL) than at the time of the 1995 inspection. Children's needs are assessed and identified well and, with early intervention by skilled staff, children make good progress. The school has identified that children are not as proficient in using mathematical language, which is naturally linked to their English acquisition. Children's progress in both nursery and reception is good. The high level of adult support, effective teaching and a stimulating and very appropriate curriculum, covering the six areas of learning, helps children to learn quickly. By the time children leave the reception class, including those with special educational needs and for whom English is an additional language, they are likely to achieve the Early Learning Goals in knowledge and understanding of the world, creative, physical and personal, social and emotional development. In communication, language and literacy and mathematics, a few children are likely to achieve the Early Learning Goals, although overall attainment is below average.
2. In 2000, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 in reading was well below the national average and that of similar schools. In writing, standards were well below the national average and below similar schools. In mathematics, standards were well below the national average and that of similar schools. Although average numbers of pupils reached the standards expected in writing, too few pupils attained the higher levels in the National Curriculum tests. In teacher assessments at the end of Key Stage 1 in science, the standard of pupils' work is well below the national average and below that of similar schools.
3. At the end of Key Stage 1, results in reading, writing, mathematics and science have declined in standards since 1998. This is primarily due to a change in the overall pupil attainment profile when children enter the school in the nursery and reception classes, with an increase in the number of children speaking English as an additional language and more children with special educational needs. This contributes to the lower standards at the end of Key Stage 1. The school has analysed the data and found that mathematical and scientific vocabulary is difficult for children to understand. In trying to address the issue, the specialist teacher for English as an additional language has been deployed into the Foundation Stage to work in partnership with the teachers in order to raise achievement. Successful teaching and support is already making a difference to children's understanding and their ability to use subject-specific vocabulary. Further strategies are being put into place, including additional teaching support in Year 1, in order to target those children who are just below average. The school has acknowledged the need to also target higher attaining pupils in the school in order to raise their achievement and the overall standards of the school. Although the school is addressing the needs of lower attaining pupils and those who speak English as an additional language, it is not meeting the needs of the higher attaining pupils sufficiently well.
4. In the 2000 National Curriculum tests in English at the end of Key Stage 2, pupils achieved average standards when compared nationally. The school was delighted to have exceeded its target for pupils reaching Level 4 (ninety per cent of pupils). This is well above the national average achieved at Level 4. However, lower than average numbers of pupils achieved the higher levels. When compared to similar schools, results were well above average. There has been a steady improvement over the last four years and the rate of improvement last year was greater than that nationally. In mathematics, it is a much more variable picture. Standards have fluctuated over recent years and in the 2000 National Curriculum tests, standards were well below average, compared nationally and below average when compared to similar schools. However, the number of pupils reaching Level 4 was average, but the factor that makes the overall attainment well below

average is the lack of higher attainment. In the National Curriculum science tests in 2000 at the end of Key Stage 2, the percentage of pupils achieving the middle range of grades is well above the national average. Far fewer pupils reached the highest grades when compared nationally. Consequently, the overall level of attainment is average when compared nationally and against similar schools. However, the pupils have been achieving increasingly better grades over the last three years in National Curriculum tests at the end of Key Stage 2. There has been improvement in the standards of pupils' work since the last inspection. There are several factors that inhibit higher achievement: the lack of opportunities to carry out individual research and use of library skills in English and difficulties in understanding and using mathematical and scientific language in verbal or written explanation. Pupils do not always provide full explanations when interpreting data in mathematics or in scientific observations, or suggest ways they can improve their experiments. There is no significant difference in the achievement of boys and girls in the three subjects.

5. The present Year 6 is not expected to reach such high levels in English and science. Targets have been set appropriately. Inspection evidence supports the view that standards in the present cohort are lower. All three subjects are judged to be below average. This is linked to a significant number of pupils with special educational needs and pupils still needing support for English as an additional language. In addition, this particular class had a disruptive time during the end of Key Stage 1 and early into Key Stage 2. This was acknowledged by pupils during discussions; there were numerous teachers, consequently the rate of learning was affected and pupils did not make sufficient progress. The school is determined to offer these pupils every chance to succeed and has been running booster classes for the core subjects and additional literacy and phonic sessions. However, these pupils have gaps in their understanding, knowledge and skills which make it difficult for them to achieve highly. In addition, they have not had the benefits of the Literacy and Numeracy Strategies until recently in their school career.
6. The good progress that is made during the Foundation Stage is maintained throughout the school. There are promising indications that the present Year 4 and 5 are achieving more highly and attainment is broadly average. The present Year 3 when in the reception class had a succession of teachers. During Year 2 the teacher managed to instil a reasonable work rate and positive attitudes to learning but it was difficult for them catch up. It was decided that these pupils should not change teachers; this has been beneficial, as the recent rate of learning has been rapid. In the present Year 2, standards are still below average but higher than in the previous year. In Year 1 standards are near to average. With improved quality in teaching; a more stable staff, clearly identified priorities and well-targeted resources, the school looks set to maintain its improvement.
7. Literacy is used well to support learning in other subjects. For example, reference books and documents are used to research for information about the Second World War in history. In design and technology, pupils label their drawings showing they have understood the construction of slippers. There is an increased emphasis on using subject specific vocabulary, particularly in science and mathematics, and this is proving successfully. Numeracy is not used as extensively and its use is satisfactory. In geography co-ordinates are used, key dates recorded in history and temperatures recorded in science.
8. At the end of Key Stage 1 and Key Stage 2, attainment is below that which can be expected nationally in information and communication technology (ICT). However, there has been improvement in the standards of attainment since the last inspection. There is now better equipment, a satisfactory scheme of work and much better teaching. Some aspects of the curriculum are not fully covered; this limits the standard of pupils' work. However, national expectations are now far more challenging in terms of content than previously.
9. Pupils across the school make at least satisfactory progress in all other subjects. This is a considerable improvement since the previous inspection, particularly in Key Stage 2, when all subjects were below average. In Key Stage 1, standards have been maintained in art and design and are satisfactory. There have improved in physical education and now meet expectations. There was insufficient evidence to make a judgement in geography, history and music, although from discussions with pupils, achievement appears to be in line with expectations. In Key Stage 2, standards were below that expected in art, design and technology, geography, history, physical

education and music. Standards have improved in all subjects as a direct result of better teaching, consistent use of behaviour management strategies and better teaching of skills. This is clearly illustrated in a Year 4 art lesson, when the teacher gave clear instructions how to achieve perspective in art and through the lesson gave guidance to individual pupils. This helped them to concentrate on their work and achieve good results, with many making good progress in the use of perspective. Progress is good at both key stages in design and technology as a result of good teaching and good experience in all aspects of designing and making processes. Standards achieved in the way pupils complete their work is generally above that expected for their age.

10. Pupils with special educational needs make good progress in their lessons and over time. Achievement throughout the school is consistently good with regard to the targets contained in the pupils' individual education plans. Provision is very good and comprehensive records of achievement and progress are kept, being effectively used to inform teaching and learning. All lesson plans show clearly appropriate work that provides for the needs of the pupils. This helps them make good progress along with the excellent support provided by the learning support assistants.
11. The number of children with English as an additional language (EAL) entering the school in the nursery and reception classes has risen dramatically. On entry to school, the attainment of children is often very low, particularly in English. The majority of pupils make at least good progress in their English acquisition; hence opportunities to access the rest of the curriculum are good. This is due to very effective support and encouragement that helps them to work hard, to persevere with activities and to have confidence to discuss their work with their teachers and other adults. In the recent National Curriculum tests at the end of Key Stage 2, their pupils achieved equally as well as their peers. Out of the five targeted pupils, four of the five achieved a Level 4 in the English tests. This was a tremendous achievement and reflects the well-targeted support including specialist teaching.

Pupils' attitudes, values and personal development

12. Many children enter the nursery with low social skills. Their personal, social and emotional development in both nursery and reception is given high priority to very good effect. This is an improvement since the previous inspection in 1998. Classroom organisation and the management of children are extremely effective. Hence children's ability to work independently is very good and they have a high level of motivation. Children take opportunities to use their initiative and work independently, whether it is on their own on the computer or in a group in the role-play area. Children in both classes develop very good work habits such as lining up quietly or tidying away. The development of pupils' independence is not promoted sufficiently well in the main school. Consequently, many pupils lack initiative in their learning. For example, teachers do not give pupils sufficient opportunities to carry out research during lessons as books for topics are taken into the classroom, rather than pupils using the library. This also means the library is underused and pupils' research and library skills not developed sufficiently well. There are too few opportunities for them to explore their own ideas in subjects such as science and information and communication technology. Some pupils lack confidence and they are less explorative, relying on the teacher to help them rather than to try again or try another way of doing things.
13. Overall the behaviour of the pupils in the school is good. This is as a direct result of consistent application of the school's procedures. A consistently high standard of behaviour is expected and most pupils respond to this positively. In the inspection report in 1995, behaviour was judged as poor. Following considerable work in promoting effective classroom management and discipline, behaviour had improved by the next inspection, in 1998, to satisfactory. It is now good, reflecting significant improvement. Good behaviour prevails in the playground, at lunch times and in assemblies. Movement around the school is orderly. In a small minority of classes, there are occasional minor lapses in behaviour but this is mainly confined to restlessness and inattention. Six pupils have been excluded for inappropriate behaviour in the last year.
14. In the majority of classes the pupils answer questions eagerly and they are able to work successfully as individuals, or in small groups. The pupils show care for their own and each other's

property and, in particular, for the school buildings and their surroundings. They are friendly and helpful towards each other, towards visitors and other adults.

15. Pupils understand the adverse effects of bullying. They know what action to take and they will approach a teacher or a member of the support staff so the matter can be dealt with quickly and fairly. When given the opportunity, the pupils readily accept responsibilities and willingly make themselves very useful around the school. However, such opportunities in lessons are limited. Older pupils provide good role models by helping to listen to younger pupils reading. They also organise playground games for the younger pupils.
16. The school places emphasis on developing positive attitudes. This is reflected in the majority of the pupils' approach to learning. They listen to their teachers and they answer questions thoughtfully. They work together well. Their work is completed with care and they pay attention to neatness and the quality of their handwriting. There are some pupils of all ages who are too dependent on the teacher to lead them. They are not keen to be explorative or to work independently.
17. Pupils' good behaviour and hard work are regularly rewarded in assemblies. Parents and the governing body recognise that the behaviour of the pupils is very much improved. Inspectors' findings support this view. Pupils' life skills and values are well developed and these are shown in their interactions with teachers and support staff. Relationships between pupils are very good and there is considerable harmony between the different ethnic and racial groups in the school. There is a general respect for the beliefs and feelings of others. This is promoted very strongly by the headteacher and reflects the aims and values of the school.
18. The attendance rate over the last year has been above the national average. This is a significant improvement since the previous inspection. The parents agree that lateness is dealt with promptly and severely. However, in spite of the best efforts of the school, a noticeable minority of pupils still arrive late.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching has improved considerably since the 1995 inspection when teaching at Pre Stage 1 and Key Stage 1 was mainly sound, with some good teaching. At Key Stage 2, teaching and learning was unsatisfactory and often poor. A very limited range of teaching and learning strategies were employed which led to disruptive behaviour, poor relationships and a lack of progress by pupils. Improvement was noted in the 1998 report but there were still weaknesses in the quality of teaching in Key Stage 2 and Pre Stage 1. In four-fifths of lessons observed, the quality of teaching was satisfactory or better.
20. The quality of teaching is now satisfactory or better in 98 per cent of lessons. Overall teaching is good in the school, including for pupils with special educational needs and for pupils for whom English is an additional language. In 70 per cent of lessons, the quality of teaching is good or better, with over a third very good or better. The improvement has largely been associated with monitoring procedures, including classroom observation, by the headteacher and senior staff, together with better planning, schemes of work, assessment procedures and a more consistent approach to behaviour management.
21. Children are well taught when they start school, with all teaching at least good and around half of the lessons judged as very good. Excellent teamwork helps to create a safe, secure and stimulating environment where effective learning takes place and all children make good progress. This is helping to raise their achievement. Recent analysis of performance data at the end of Key Stage 1 showed that children were not as successful in acquiring mathematical and scientific vocabulary. There is now a very good emphasis on the development of subject-specific language which helps children to use it appropriately. For instance, when the specialist teacher for EAL encourages children to use scientific vocabulary when describing spiders, they respond with good descriptions. Good attention is given to all areas of learning and the children are well prepared for entering Year 1.

22. The quality of teaching in Key Stage 1 is good overall, although it is more variable than the rest of the school and ranges from very good in a minority of lessons to unsatisfactory in one lesson. It is in Key Stage 2 where inspirational teaching takes place and four of the twenty-four lessons observed were excellent; these were in Year 3 and 6. There have been significant improvements in the quality of teaching in Key Stage 2. Overall teaching is good with some very good features.
23. The quality of teaching for pupils with EAL is good and often very good. Teachers work in partnership with class teachers for the benefit of the pupils. They develop class work so that it is matched well to pupils' ability and appropriate to their level of English. The organisation and use of the specialist teacher is very good and meets the needs of particular pupils effectively. As a result, pupils learn well and make at least good progress in their acquisition of English language and in other subjects.
24. Teaching and learning for pupils with special educational needs throughout the school are good and quite often very good. There is very good liaison between the special needs co-ordinator (SENCO) and all staff to ensure the early detection of need in order to organise appropriate provision. All lesson plans show the way tasks are provided to meet the particular needs of the pupils. Teachers deploy the learning support assistants very well, who build up very positive relationships with the class and are extremely effective in helping pupils participate fully in lessons. Excellent support is given to pupils in many lessons. This helps them to make good progress and to be able to be included in all aspects of the lesson.
25. The quality of teaching has improved in all subjects, particularly at Key Stage 2. At Key Stage 1, teaching has improved in English, mathematics, science and physical education. At Key Stage 2, teaching has improved from being unsatisfactory or poor to good in English, mathematics, design and technology, art and music. It is now satisfactory in science, ICT and physical education. Insufficient evidence is available to make a secure judgement about the quality of teaching in history and music at Key Stage 1 and geography at both key stages. Evidence available from pupil discussions and their satisfactory achievements suggests teaching in these areas is satisfactory.
26. Teaching of English and mathematics is good and is having a significant impact on raising standards. Teachers' technical competence in the teaching of basic skills is good and, consequently, the National Literacy and Numeracy Strategies are being implemented well. The teachers have worked hard to implement the literacy hour, which they do with good understanding of the strategy. Basic skills, including phonics are taught well. For example, in Year 2, when the teacher helped pupils to be aware of particular sounds, this meant they could successfully identify them in the shared text. Literacy is used well across the curriculum. In a particularly successful history lesson in Year 6, pupils were keen to gather information from an excellent collection of books and documents provided by the teacher about the Second World War. This was a particularly good use of resources supporting pupils' learning.
27. Teachers have a wider range of strategies to teach numeracy skills as a result of the effective implementation of the strategy. Good features include the mental introductions that are often linked well to the following planned activities. For example, in Year 1, the teacher challenged pupils' thinking with a variety of adding and subtraction tasks and a focus on difference and subtraction. There is satisfactory teaching of numeracy across the curriculum. For example, Year 6 pupils in a discussion about geography could discuss co-ordinates in relation to maps.
28. The teaching of ICT is variable and has been in the past. This has affected the learning of older pupils, as they had not had the opportunity to develop their skills and knowledge to the full. Where the teacher has very good knowledge of the subject, learning is equally good, for example, when Year 2 pupils learnt to use a multi-media database and Year 3 pupils were confidently receiving, writing and sending messages by e-mail by the end of the lesson. In less successful lessons, there is a lack of sufficient challenge appropriate to the pupils' ages and previous learning and the new suite is not used to maximise the pupils' hands-on experience.

29. Teachers manage pupils well in lessons and their expectations of behaviour are high. This is a vast improvement from the last inspection, as parents and governors pointed out. Staff are very consistent in their approach following extensive training in behaviour management. Pupils are well aware of the systems and understand the consequences of making bad choices. Although, the strategies work very well in many cases, there are occasions when reminding pupils of the rules and going in to overlong explanations about behaviour is getting in the way of learning. Consequently, the pace of the lesson slows which ultimately affects the rate of learning. In the Foundation Stage, adults encourage the children to be independent and make choices about their activities, which they do very well, hence children's ability to work independently is very good and they have a high level of motivation. Children take opportunities to use their initiative and work independently, whether it is on their own on the computer or in a group in the role-play area. However, staff do not have the same expectations for pupils in the main school and do not promote independence in learning as effectively. This subsequently affects the opportunities for some pupils to reach higher levels of achievement.
30. Lesson planning is very good and the introduction of a common format has contributed positively to the improved teaching. Learning objectives are clearly stated in teachers' planning but these are not always fully shared with the pupils at the beginning of lessons. When they are shared, pupils are very clear about what they are going to achieve, as in a Year 3 physical education lesson, when the music and teacher inspired them and with real effort they improved their movements. Although planning is good in identifying the needs of pupils with special educational needs and English as an additional language, it does not always state how the higher attainers are likely to be further challenged in the class. Work is set for several ability groups, for instance in literacy and numeracy, but on few occasions there is no specific mention of extension work and how to reach higher levels of achievement. For example, in some science lessons at Key Stage 2, there is insufficient challenge for higher attaining pupils as they do not have the opportunity to study the topic in further depth. Consequently, pupils do not achieve the highest levels of attainment for their ages and abilities in many subjects.
31. Considerable improvements have been made to the school's procedures for assessing pupils' progress. This is also carried out effectively on a day-to-day basis, where the teachers' careful assessment of pupils' strengths and weaknesses are used to plan subsequent lessons. This is particularly effective in supporting pupils with special educational needs when they work in small groups concentrating on literacy skills. Marking of pupils' work is particularly good and includes helpful comments, encourages improvement, acknowledges when this has been achieved and comments specifically on subject content and presentation. As a result, pupils try hard to improve the content of their work and presentation and they try to reach their individual targets. During lessons, assessment procedures are used effectively by all teachers, particularly in the plenary sessions. For example, pupils in Year 2 were encouraged to extend their use of adjectives when describing the Troll, which they did. This helps pupils to self-evaluate their learning successfully. Appropriate opportunities are provided for homework, much of which links to literacy and numeracy and is used to support learning in class. However, there is some inconsistency in its use.
32. In the past, the quality of teaching was less effective; this had a detrimental effect on the rate of learning for older pupils. Consequently, progress and standards were unsatisfactory. As a result of better quality teaching, the majority of pupils show a real interest and enthusiasm for learning and many are becoming more confident in their own ability to learn. The way teachers use individual learning targets is effective in promoting self-esteem. This explains why pupils' attitudes to learning and achievement are now much better. Teachers do not, however, plan sufficiently well in lessons to promote independence and personal study. Pupils' learning in the vast majority of lessons is at least satisfactory. In 70 per cent of lessons it is good or better.

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

33. A stated aim of the school is to provide a well planned and delivered curriculum. This aim is largely met. A rich curriculum that is appropriate for their age is provided for children in the Foundation

Stage. All pupils have equal access to the curriculum and statutory requirements are generally met. However, some elements of the ICT curriculum are missing or not covered in sufficient depth. This is particularly significant at Key Stage 2. This includes exploring simulations, collecting and presenting information in graphs, spreadsheet modelling and controlling and monitoring. Consequently, these elements are not yet fully developed to meet national requirements. Literacy and numeracy are taught daily and the time allocated to the teaching of these important skills is well used. Homework is set regularly in these subjects. Additional sessions are provided for pupils where need is identified. There is an increased use of literacy in other subjects, particularly using subject-specific vocabulary. However, some opportunities are missed to develop numeracy in other subjects of the curriculum.

34. The time allocated to the core and foundation subjects is satisfactory. Subjects are sometimes linked together under common themes. This enables pupils to appreciate their common features; for example the study of the Ancient Greeks in history is linked into literacy when pupils learn how to write in the narrative style of myths and legends. Pupils' skills in using ICT are developed in this way. For example, Year 3 pupils were studying healthy eating for science and used ICT to produce an illustrated report.
35. Personal and social education is developed in assemblies. All classes have a regular period each week for this aspect of the curriculum. Sex education is taught to the policy agreed by the governing body. Pupils are made aware of the problems of the misuse of drugs to individuals and the community.
36. The teachers work together well to provide continuity in learning as pupils move through the school. Curriculum planning is good and much improved since the previous inspection. Additional planning and provision for pupils with special education needs and English as an additional language is very good. Generally all pupils are included in the curriculum of the school, although there are occasions when higher attaining pupils do not have specific work planned for them. There are schemes of work, supplemented by national guidance, to inform teachers what pupils should be learning in all subjects. The co-ordinators for the core subjects check the schemes of work for their subjects to ensure that it is adjusted to meet the specific learning needs of the pupils and that it meets requirements fully. Teachers plan their lessons well on a daily basis.
37. Pupils' learning experience is extended very well by visits to the science museum, the Thames River Centre and other local places of interest. A theatre group, musicians, poets and scientists regularly visit the school. These activities extend pupils' learning and bring further interest to the curriculum. A very good range of extra-curricular activities includes the school choir, outdoor sports, the computer club and a food technology club. The choir takes part in national and local competitions. Links with the community, including the church, contribute to pupils' learning.
38. The school's mission statement is to promote the Christian traditions of worship, faith and participation in a multi-cultural society. The school delivers its mission statement in full. The provision for pupils' spiritual development is very good. The school promotes clear Christian values; daily acts of worship allow pupils to reflect on their values and beliefs. Pupils are given the opportunity to read prayers they have written and to share their thoughts in services. There are close links with the Christ Church and St Stephen's in the local parish. Pupils are encouraged to reflect on the wonders of life in lessons. Children in the nursery class were held in awe, as they gently handled stick insects and studied the way they rhythmically swayed from side to side when they were not walking.
39. The provision for moral development is closely linked to spiritual development and it is also very good. The school provides a secure Christian environment where pupils are taught the difference between right and wrong. Good behaviour is emphasised and supported by an effective reward system. Many pupils earn certificates of commendation in this way. The school rules are shared and valued by all the adults and pupils. They are familiar to the parents. Discipline is based on a reward system for good attitudes and behaviour. However, there are clearly understood consequences should they be required if behaviour is unacceptable. In addition to the school rules,

all classes agree their own rules of behaviour. Adults approach the pupils with courtesy, clearly valuing them as individuals. In return they gain the respect of the pupils.

40. The provision for the pupils' social development is very good. The school places emphasis on helping pupils to set high standards of self-discipline. They are taught to take responsibility for themselves and their surroundings. Pupils are given many opportunities to help with the running of the school, for example setting up the classrooms in the mornings and running a bookshop. In lessons, however, they do not have sufficient opportunities to develop independence and use their initiative. Older pupils provide good role models for younger pupils by leading games in the playground and helping to listen to younger pupils read. The local police liaison officer visits regularly and fosters good citizenship.
41. Cultural development is very good. The school provides opportunities for pupils to appreciate the cultural traditions of the country through visits to the theatre, museums and stately homes, literature and art. Pupils learn about other cultures and faiths in subjects such as history, geography and religious education. Role models of people from a range of ethnic backgrounds are selected for study. This includes Mary Seacole, a black nurse of great compassion and tenacity serving in the Crimean War. There is a 'Black History' week where parents are invited to come in and share their culture, ancestry and skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The provision for the support, guidance and welfare of pupils is very good. Teachers know their pupils well and show a real concern for their welfare and provide good academic support. As a result, pupils are confident in seeking advice and help from their teachers. Behaviour is well managed throughout the school. Parents find it easy to approach teachers if they have a concern about their children's progress or welfare.
43. Procedures for monitoring pupils' academic progress and personal development are excellent. Before children are brought into school they are visited at home or in their nursery when plans are initiated with the new parent to make the introduction to school as smooth as possible. This is beneficial to children as they adjust to their new surroundings. Teachers know their pupils well. Every pupil is given individual consideration when reviewing progress, particularly those who are progressing less well than expected. Parents of these pupils are involved immediately and the child's progress is then more closely monitored.
44. Assessment was an issue in the last inspection report. The school has worked hard to address this issue and there are now excellent procedures in place with regular assessment taking place throughout the year. Standardised tests are carried out during the autumn term to assess strengths and weaknesses of each year group. Effective and detailed analysis of data, including that from the National Curriculum tests, identifies areas of focus for English and mathematics in each year group. For example, comprehension was an area for development in Key Stage 1, in Years 3 and 4 grammar and in Years 5 and 6 looking beyond the literal in texts. Also, through this process, subject-specific vocabulary, particularly in mathematics and science, was identified as an area requiring development. These areas for development are then built into lesson planning for all pupils, including for those with special educational needs and for whom English is an additional language.
45. Each teacher has two assessment folders. As literacy was a high priority, one is very detailed and covers literacy. It holds records for each pupil based on a published programme for literacy. The other has assessment planning and details for the other subjects. These are based on Task/Observation sheets. In recent years, the school has fully developed its own system of assessment that informs on all aspects of pupils' progress and assists with planning.
46. Assessment is carried out in all subjects and every co-ordinator determines with the headteacher what is to be assessed in the year ahead. The school reviews assessment and monitoring procedures annually to ensure that everybody is well informed regarding progress, planning and target setting. There is also a detailed schedule in place for each year group showing the range of

standardised testing done at specific times each year. These include testing for attainment and progress in mathematics and English for each cohort. This gives detailed information of areas of strength and weakness and which is used as a focus in planning and teaching.

47. Targets set for each pupil are clearly beneficial to the progress they make. Targets are realistic and follow on from a review of previous targets. As pupils progress into Key Stage 2, targets are set and reviewed more frequently, although prior to the National Tests in 2000, the rate of pupils' learning accelerated at such a rate due to the very effective teaching support, that the school exceeded its targets for the number of pupils reaching the average level in English. Targets may relate to improved work, attitude or behaviour. As a result of the review system, the clear marking of work and the regular information gathered by teachers, pupils are increasingly aware of how well they are doing as they move through the key stages. The information gathered by teachers also provides the basis for reports and discussion with parents.
48. Procedures for monitoring and promoting discipline and appropriate behaviour are good. The school's behaviour policy is clear and reflects the aims of the school. The guidelines encourage staff to foster in children a reasoned path towards self-discipline. Teachers have very high expectations of behaviour. However, the time taken to admonish a class can, on occasions, interrupt the flow of learning. Pupils are clear what to do if they believe someone is being unkind to them. Staff act quickly and effectively on the few occasions when behaviour is unacceptable.
49. Procedures for monitoring pupils' attendance are very good. With the co-operation of parents, almost all absences are accounted for. Very few extended holidays are taken. The Education Welfare Officer attends regularly, but there are no pupils whose attendance is a cause for concern at the moment. Punctuality fluctuates. Parents respond quickly to reminders if their children are late on too many occasions.
50. There are well-regulated procedures for child protection. All staff, including those new to the school, are aware of their responsibilities. The health and safety practices are thorough. Regular checks are carried out and risk assessment checks are part of the routine. Accidents and injuries are treated promptly, records are kept and parents are informed.
51. Pupils' personal and health education is covered in a comprehensive programme which includes sex education and misuse of drugs. Pupils throughout the school are encouraged to discuss issues regarding their health, safety and their responsibilities towards each other. There are a variety of excursions out of school, which widen the educational opportunities offered to pupils. The governors, parents and volunteers help with these visits and make certain that there are funds available for all to be able to take part.
52. Considerable improvements have been made since the last inspection report. Health and safety measures have been formalised and correct child protection procedures are known to all staff. The issue of behaviour control has been addressed and pupils at all stages have far better relationships with their teachers. There is now a well-devised programme of personal and social education and pupils are well prepared for the next stage of education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents have a very high regard for the school. They are provided with excellent information about the school, what their children are doing and the progress they are making. The school takes every opportunity to encourage parents to be involved with their children's education.
54. The information for parents is of a very high quality. The governors' annual report is interesting and the prospectus is very helpful. This is followed up with publications addressed specifically, for instance, to the concerns of new parents or parents of pupils with special educational needs. A regular newsletter is produced which is very well edited to include a wide range of information about the school. Parents of children in the upper school are provided each half term with the programme of topics to be covered.

55. Pupils' annual reports are personal and give brief details of what pupils know and can do. They start with the targets set previously and comment on the progress made in meeting the targets. New targets are then set. The report refers to pupils' personal development. Regular meetings with teachers enable parents to support their children well. They say that teachers really know their pupils. As a result, parents can follow how their children are progressing through the year with the opportunity of knowing how well they are doing against National Curriculum standards. Pupils' reading records and homework diaries give parents information on what is currently being learned and a chance to communicate with the teachers.
56. There is no parent association but parents come together to help organise school events. There is a parents' forum that meets informally every Wednesday at which topics of common concern and practical workshops are held with the school counsellor. On occasions, the headteacher joins the group. The school takes every opportunity to discuss with parents ways in which they can help with their children's learning. Teachers also consult parents as to how they see their children's personal development progressing. This joint approach has an undoubted benefit on pupils, many of whom are mature for their age by the time they reach Year 6.
57. The school can rely on a useful number of parents who volunteer to help in practical ways. They are well integrated and their work is appreciated. It also adds to pupils' social development, as they see adults communicating and as they learn to talk about their learning with people. The encouragement parents give with their children's homework is valued. This often includes research for project work. However, there is a significant minority of parents who do not continue to hear their children read into Key Stage 2. While some pupils have learned to read to themselves by the time they reach the upper school, many are still hesitant and would benefit from reading in familiar surroundings.
58. Since the previous inspection report, information about the curriculum has improved and the number of parents helping in school has increased.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. At the time of the last full inspection in 1995, the school was put into special measures as it was failing to give its pupils an acceptable standard of education. By 1998, the school had made sufficient progress towards improvements in many aspects of management, standards and quality of education to come out of special measures. Leadership and management was then considered good. The headteacher had been in post for a short time and there was a permanent structure for the senior management team, with members working together to improve the school. The school development plan set out clear priorities for the school and involved the governors and staff in strategic planning for improvement.
60. The leadership and management of the school is now very good and is having a positive impact on pupils' achievements. The school benefits from the very good leadership provided by the headteacher, ably supported by a very effective acting deputy headteacher, all of the staff, the governing body and the parents. The headteacher sets a very clear vision and direction for the school and is very aware about what the school needs to do next to improve still further; this is shared with the staff, governors and parents. Very good teamwork and strong commitment from everyone has a very positive impact on maintaining and raising standards.
61. Improvement since the last inspection has been very good. The school has taken very positive steps to address the key issues raised in the previous full report and subsequent HMI report in 1998 in relation to management, which is now very good. The quality of teaching and planning has improved and is now good. Staff use the National Literacy and Numeracy Strategies and Qualifications and Curriculum Authority (QCA) national guidance to plan what to teach and when. There are now co-ordinators for each subject area, with action for development clearly identified in the school development plan. Assessment procedures are excellent and give the school the information to target resources where they are most needed, for example, to deploy additional adult support in the Foundation Stage due to high levels of special educational needs and English as an additional language. Pupils' behaviour is now good. The whole school system is applied

consistently by all staff. It is based on pupils' choice of appropriate behaviour and responsibility for their own actions. Appropriate behaviour is taught explicitly and monitored. However, there are times when an excess amount of time is spent in some lessons negotiating appropriate behaviour to the detriment of all pupils' learning rate. Personal, social and emotional development needed improvement in the Foundation Stage. This area of learning is promoted very effectively by all the staff and is now a strength. Children are confident, share, co-operate, are independent, highly motivated and learn well and make good progress. However, this is not continued in the main school and more opportunities could be planned to extend the pupils' ability to develop skills to enable them to become more independent in their learning.

62. Delegation to staff of management responsibilities is very good, particularly co-ordinators for English, special educational needs and English as an additional language. These key staff work very effectively with the headteacher. They have a direct influence on developing and maintaining the school's practice to ensure all pupils have equal opportunities in all aspects of school life. They work in partnership with the teachers in planning the curriculum and teaching, monitor and evaluate teaching and learning and monitor pupils' individual needs as well as school performance data. This enables them to very successfully allocate resources and support, whether it is from within the school or from outside agencies, for the benefit of individual pupils and ultimately raising achievement in the school. The school has addressed the issue regarding co-ordinators and each subject now is well managed.
63. The governing body is effective, is properly constituted and fulfils its statutory duties. Governors ensure that they are well informed about all aspects of the school and are fully aware of the outstanding issues and are well placed to move further forward. They recognise that the school has overcome many weaknesses, particularly with regard to unsatisfactory teaching and pupils' behaviour, yet they understand that the school still has to raise the achievement of the pupils. The governors support the headteacher in her vision for the school and carefully assess plans and decisions before they are put into practice. There is a close and open working relationship which ultimately benefits the school. The link governor for special educational needs (SEN) is very well informed and supportive. She meets regularly with the special educational needs co-ordinator (SENCO) to discuss all aspects of SEN provision. The link governor uses her knowledge of SEN in the school to keep the governing body informed.
64. There is a clear policy for the use of funds and governors and management have agreed priorities. They are well supported by financial statements to assist in their planning. Governors and senior management are aware of the sources of funds which might benefit the school. Funds will be accumulated for a special project if needed. The school evaluates the effectiveness of its spending and tests the effective use of time as well as funds. Funds allocated to special educational needs and to pupils who are learning English as a second language are used effectively. The effectiveness with which these funds are used is seen in the good progress these pupils make.
65. The provision of improved information and communication technology facilities has enhanced the school's use of this technology. The use of new technology can be seen in the school office. However, it has not been so well developed in school, where communications with the outside world, such as other schools, is limited.
66. The use of teaching staff is excellent. Staff are deployed well in accordance with their experience. For instance, the Foundation Stage classes benefit from the EAL teacher supporting children's English acquisition in the school's bid to raise standards. The quality and match of teaching staff to the needs of the curriculum is a strength of the school and is a main reason for the continuing progress of pupils. There are very good procedures to support new teachers in the school; this helps them to integrate quickly into the school. Staff development is well planned and co-ordinated by the headteacher. This has had a significant impact upon the improved quality of teaching. Areas for development are identified by the monitoring of teaching and the identification of individual needs through performance management. The use of support staff is also excellent and their valued contribution to pupils' progress is frequently seen in lessons. This results from each individual being encouraged to develop their skills and expertise. As an example, a learning support assistant's drawing skills held pupils' attention while the teacher explained what she

wanted them to do. This gave the class a good lead to their next task. Support staff are very involved in the life of the school.

67. The use of accommodation is good. The classrooms, including the new computer suite and new Foundation Stage section, benefit the quality of education provided. Good use is made of the hall and the school uses local facilities to teach swimming. Playgrounds are limited and are barely adequate for the older age groups.
68. The use of learning resources is satisfactory. All resources are carefully chosen and their use and effectiveness is monitored. The provision of information and communication technology equipment is good. However, it is not always used effectively, nor is it put to full use.
69. The school has made very good improvement since the last inspection and is now a very effective school, notably in the quality of leadership and management, quality of teaching and the attitudes and behaviour of the pupils. The introduction of procedures to monitor the effectiveness of teaching and learning has contributed to the raising of standards. This is an improvement since the previous inspection. Taking into account the low achievement of children on entry to the school, the improving standards in many subjects, the successful implementation of the Literacy and Numeracy Strategies and the many improvements made since the last inspection, the school now provides good value for money. This is an improvement since the 1995 inspection as the school previously gave unsatisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. To continue to develop the effectiveness of the school and further improve the quality of education and raise standards of achievement, the governing body, with the headteacher and staff, should:
 - (1) improve the attainment in information and communication technology (ICT) by:
 - ensuring that all elements of the ICT curriculum are fully implemented;
 - maximising the efficient use of computers in the new suite;

Paragraphs: 8, 28, 33, 128, 130, 131, 132 and 133
 - (2) provide appropriate challenges in all subjects which enable higher attaining pupils to achieve consistently high standards by building upon and using their skills, knowledge and understanding;

Paragraphs: 2, 3, 4, 29, 30, 36, 85, 86, 90, 91, 92, 94, 97 and 104
 - (3) increase the range of opportunities for pupils to develop skills to enable them to become more independent in their learning, particularly in investigation and research based activities;

Paragraphs: 12, 15, 16, 29, 32, 40, 61, 94, 105, 107, 121, and 125
 - (4) review procedures regarding time spent negotiating with pupils following disruptive behaviour, in order that time is not wasted in lessons and the pace of learning not affected.

Paragraphs: 29, 48, 61, 94, 99 and 126

ENGLISH AS AN ADDITIONAL LANGUAGE

71. Pupils for whom English is an additional language (EAL) form a significant proportion of the school population. Around three-quarters of the pupils are from minority ethnic backgrounds and just over

half are from homes where English is an additional language. The principal languages spoken at home include Twi, Yoruba, Ga and Creole; the pupils are mainly of Black African and Black Caribbean heritage. About 35 per cent of pupils are at an early stage of English acquisition. Many of these children are in the nursery and reception classes. This is a considerably higher percentage than in most schools. The numbers of children for whom English is an additional language has risen since the last full inspection in 1995.

72. The headteacher, staff and governors are strongly committed to raising standards in the school for all children. As many of the EAL pupils when they come into the school require considerable support, the headteacher, EAL co-ordinator / teacher and the senior staff have quite rightly recently diverted a considerable amount of the co-ordinator's teaching time into the Foundation Stage. The very good liaison between the co-ordinators for English as an additional language, English and special educational needs helps everyone to be very aware of the needs of all the pupils. The co-ordinator makes a thorough assessment of children's language development and uses this information to identify which children are likely to need additional support. In partnership with the class teachers, the EAL teacher will plan work together for the class. The EAL teacher then ensures that the work is suitable and challenging for bilingual children. In the recent National Curriculum tests at the end of Key Stage 2, EAL pupils achieved equally as well as their peers. Out of the five targeted pupils, four of them achieved Level 4 in the English tests.
73. The majority of pupils make at least good progress in their English acquisition; hence opportunities to access the rest of the curriculum are good. This is due to very effective support and encouragement that helps them to work hard, persevere with activities and have confidence to discuss their work with their teachers and other adults. As a result, pupils generally work well within the whole class, within groups or individually. All adults place a very high priority on English and are skilled at promoting literacy and oracy skills, particularly in literacy lessons and in the nursery and reception classes.
74. The recent National Curriculum tests and other standardised tests were analysed to assess what it is that EAL children find more difficult than their peers. In mathematics and science, it was found that children did not understand or use subject vocabulary well and, in Year 5 in literacy, the use of tenses were not applied appropriately. The very good provision and a close match to pupils' needs are helping to address these issues. In the nursery and reception classes, the EAL teacher and class teachers are successfully promoting scientific and mathematical vocabulary when they work with the children on their topic about mini-beasts. Young children very carefully observe the features of the stick insects, learn about spiders and describe the life cycle of the caterpillar using words such as web, spinneret and cocoon. In Year 5, the EAL and class teachers capitalise on recent national events, such as the flooding. A detailed programme in the use of tenses and specific vocabulary was devised for the targeted pupils and implemented alongside work for the rest of the class. Learning objectives were achieved and the result was a set of particularly good accounts from all the children.
75. All staff are very supportive of pupils for whom English is an additional language and value and respect their culture and language. The school effectively promotes very good relationships with parents and has a very good knowledge of the pupils and their backgrounds. During such events as 'Black History Week', parents are encouraged to share their skills and talents in the school. Everybody at the school works very hard to promote racial harmony and a tolerance of different cultures and beliefs. The headteacher and staff are particularly good role models and show respect and value all the children; consequently, the outcome is a racially harmonious school where there are very good relationships between all members of the school community.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8.7	30.5	30.5	28	2.2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	191
Number of full-time pupils known to be eligible for free school meals	0	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	110

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.2

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	12	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	11
	Girls	12	14	14
	Total	21	24	25
Percentage of pupils at NC level 2 or above	School	75 (75)	86 (82)	89 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	11	12	13
	Total	19	22	23
Percentage of pupils at NC level 2 or above	School	68 (71)	79 (86)	82 (57)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	8	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	8
	Girls	11	6	12
	Total	19	12	20
Percentage of pupils at NC level 4 or above	School	90 (73)	57 (77)	95 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	5	7	5
	Total	10	12	10
Percentage of pupils at NC level 4 or above	School	48 (64)	57 (77)	48 (91)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	53
Black – African heritage	68
Black – other	8
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	20
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	18.5
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	109

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	3
Total aggregate hours worked per week	80

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	567,485
Total expenditure	576,450
Expenditure per pupil	2,772
Balance brought forward from previous year	57,635
Balance carried forward to next year	48,670

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	5	0	0
My child is making good progress in school.	57	37	2	2	1
Behaviour in the school is good.	57	41	1	0	1
My child gets the right amount of work to do at home	38	37	15	5	5
The teaching is good.	54	37	4	1	4
I am kept well informed about how my child is getting on.	58	38	2	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	2	1	0
The school expects my child to work hard and achieve his or her best.	72	23	2	0	2
The school works closely with parents.	60	32	5	1	1
The school is well led and managed.	60	32	2	1	4
The school is helping my child become mature and responsible.	59	31	1	1	7
The school provides an interesting range of activities outside lessons.	36	40	11	1	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

76. The last report in 1998 indicated that the curriculum covered all the main area of experience and teaching was at least satisfactory, but insufficient emphasis was given to children's personal and social developments. The school is determined to raise standards and is placing a strong emphasis on the work in the Foundation Stage. The school has recently appointed an Early Years co-ordinator to oversee the work of the Foundation Stage and to implement the new national guidance in the nursery and reception classes. It has also diverted extra teaching time for children with English as an additional language. There are twenty-one children in the nursery; of these fifteen are full-time and there are twenty-eight children in the reception class. An additional 5 children will join the nursery part-time during this term. Most spend between three and five terms in the nursery before they enter the reception class. Admission arrangements are very good. Very positive links have been established with the parents through daily contact. Children are very soon settled and get used to school routines quickly.
77. When they enter the nursery, children's attainment is well below that expected for other children of their age. A very good curriculum is in place, which covers all the areas of learning for children under six. Teaching is good, with many very good features. Excellent teamwork helps to create a safe, secure and stimulating environment where effective learning takes place and all children make good progress. By the time they leave the reception class, children, including those with special educational needs and for whom English is an additional language, are likely to achieve the Early Learning Goals for learning in knowledge and understanding of the world, creative, physical and personal, social and emotional development. Overall, attainment is below average in communication, language and literacy and mathematics, although some children are likely to achieve the Early Learning Goals, with a few achieving more highly. The school has identified that children are not as proficient in using mathematical language, which is naturally linked to their English acquisition. The school has identified this as a need, hence the extra teaching resources and emphasis on subject-specific language. All children have very good access to the curriculum and benefit from a good range of experiences combining both indoor and outdoor activities, although there are insufficient opportunities for reception children to work outside. Assessment arrangements are excellent. The whole team uses extremely good observation and recording methods, which effectively build up a picture of what the child can do and has achieved. This information is successfully shared to identify individual needs and to inform planning.

Personal, social and emotional development

78. Children's personal, social and emotional development in both nursery and reception is given high priority to very good effect. Classroom organisation and the management of children are extremely effective. Hence children's ability to work independently is very good and they have a high level of motivation. This is an improvement since the previous inspection. Many children enter the nursery with low social skills and difficulty in expressing themselves in English, as many are at an early stage of English language acquisition. Adults encourage the children to be independent and make choices about their activities, which they do very well. This enables adults to work with children in small groups, which helps children make progress in all areas of the curriculum, for example when they observe and discuss stick insects. Children take opportunities to use their initiative and work independently, whether it is on their own on the computer or in a group in the role-play area. Encouragement to speak and work with others and to form friendships is promoted very well; this gives children the confidence to work and play with others, take turns and to share. Many are very friendly and confident with visitors, who are encouraged to come into the nursery to share their skills, such as the local librarian. During direct teaching activities, for example, in circle time in reception, very good support is given to shy children who are reluctant to speak but they are encouraged to mime so they can participate. All staff have very high expectations of children's behaviour, children respond to this and behave very well. There are effective arrangements for

socialising and interacting with staff such as lunch-time in the nursery. Children in both classes develop very good work habits like lining up quietly or tidying away.

Communication, language and literacy

79. On entry to the nursery, children's communication, language and literacy skills are well below those seen in children of a similar age. The quality of teaching and learning in this area is very good. This helps children to make good progress and, although many are still below average by the end of the Foundation Stage, some of them are likely to achieve the Early Learning Goals. Teachers and support staff plan the main activities of the work together very well and this has a significant impact upon learning. Very good opportunities are taken to increase all children's knowledge and use of a wider vocabulary. For example, when children learn about spiders in the reception class, the teacher encourages the children to use scientific vocabulary as the children describe spiders and their actions. When sharing their work with the class at the end of the lesson, the group was able to describe spiders using appropriate language. Through the use of story time and group sessions, children make good progress in handling books and understanding the difference between print and pictures. Books have a very high profile in both classes and a small group of nursery children were observed playing at being the teacher, showing and talking about the pictures. The reception class teacher maintains children's interest with skilful use of finger puppets and children enthusiastically join in with familiar stories and rhymes, remembering the words and actions. Opportunities are given for children to attempt writing for themselves; two nursery boys, for example, were observed 'writing' messages whilst on the telephone. Reception children are using simple words and symbols and the most able write a simple sentence that they read back. Many recognise and attempt to write their own name. They recognise a few familiar words in books and identify some letters in the text.

Mathematical development

80. When children enter the nursery class, their attainment in mathematics is well below that of children of a similar age. Provision for the development and awareness of mathematical language and teaching is very good, which helps children learn and make good progress. Through practical activities, such as counting the fruits the 'Very Hungry Caterpillar' ate in nursery, and matching the numbers of footprints to counters in reception, and colour and shape games, children extend their mathematical vocabulary and understanding of mathematics. The most able in the nursery can count to at least ten and recognise the numerals, sort and match objects and have a knowledge of some shapes and colours. This knowledge is built on and extended in reception class. The teacher uses mathematical vocabulary well and encourages children to do so. Some count up to twenty and use words such as 'more' or 'less' when comparing groups of counters. They sequence events through the day and are gaining the idea of passing of time and the most able can carry out simple addition to ten.

Knowledge and understanding of the world

81. Provision and teaching for children to develop knowledge and understanding of the world around them are very good. This helps children's learning and they make very good progress and, by the end of the Foundation Stage, many are likely to achieve the Early Learning Goals. Children in nursery have very good opportunities to go into the local environment; they visit the local fire station, the post office and the library. The librarian in turn visits the school; this establishes positive local links. A very successful learning experience was led by the class teacher when she encouraged the children to study the way the stick insects moved; this helped them to develop their observation skills. Scientific concepts were further developed when the reception teacher shared a game with the children where they had to identify body parts of an insect. The activity was challenging and so learning was very good. Children clearly enjoyed the activity and sustained their concentration for a long time. Children are given good opportunities to develop their skills in information and communication technology (ICT). Nursery children use a cassette recorder independently to listen to story tapes and gain knowledge of the computer when they confidently control the mouse to create patterns on the screen. Skills are extended in the reception class

when they confidently use the mouse and keyboard to use a numeracy program independently. The quality of learning both in ICT and numeracy is very good.

Physical development

82. Teaching is good and children of all abilities make good progress. Opportunities for nursery children are carefully planned to systematically develop children's skills and help them to reach standards expected by the end of the Foundation Stage. However, the outside area is not used enough for planned activities for the reception, particularly to promote physical activities, other than for a brief 'playtime'. A good range of equipment is available outside for the children to develop their physical skills; consequently, when reception children are outside they move confidently and are well co-ordinated. Nursery children ride around an obstacle course on wheeled vehicles with skill and a good sense of direction and awareness of others. Dexterity is developed through the handling of objects, such as threading, working in sand and water and cutting fruit and dough. Reception children handle scissors, glue, paint brushes and pens successfully and use split pins to join limbs to a cardboard body. From nursery age, their writing and sticking skills are developed well.

Creative development

83. Children make good progress overall and some attain the Early Learning Goals by the end of the Foundation Stage. Teaching is good and nursery and reception children learn about colour, pattern and texture. Reception children begin to draw more detailed pictures to illustrate their work. They make good representations when they draw their faces on cloth, which are then produced as a class hanging. Nursery children have good opportunities to observe insects and draw and cut them out to hang on the class web outside. Their trip to the fire station was recorded when children painted ladders, helmets and the fire engine, with care not to drip the paint. Staff create good role play opportunities for nursery children in the mini-beast home, where they pretend they are crawling and moving around their home. Reception children sing with enthusiasm and remember words and actions of many mini-beast songs and rhymes.

ENGLISH

84. The last full inspection in 1995 indicated that standards in English were in line with the national average at Key Stage 1, but well below average at the end of Key Stage 2. In 1998 the HMI report states standards to be in line with the national average at the end of Key Stage 1 and close to the national average at the end of Key Stage 2 in English.
85. In the latest National Curriculum tests in 2000, at the end of Key Stage 1, 75 per cent of pupils reached Level 2 in reading and 86 per cent in writing. These results were well below the national average in reading and in writing. Although the proportion of pupils reaching the required level in writing was about the national average, the overall scores for the pupils was below average because too few pupils achieved the higher level. There was some higher achievement in reading but not enough to raise the overall standard. Compared with similar schools, pupils' performance was also well below average in reading but below average in writing. The overall trend in reading since 1998 has declined. This is due to the higher number of children who achieve low scores in the tests, as the number of pupils with EAL has increased to over half the school population and there are over a quarter of the pupils assessed as having SEN, which is higher than average. The school has assessed the situation and it has diverted additional teaching time for children with EAL. In its determination to raise standards in literacy, this is done in the Foundation Stage to support children earlier in their acquisition of English. The school has also implemented additional support for Year 2 pupils.
86. At the end of Key Stage 2, pupils' attainment in the National Curriculum tests in 2000 exceeded the target set for the number of pupils gaining the national average by 40 per cent. This reflects the well-focused work of the school in managing to raise the attainment of the below average pupils. The proportion of pupils achieving the higher level was below average. Compared with similar

schools, attainment is well above average. Since 1997 the trend has been rising in line with the national trend to 1999 but greater than the trend in 2000. In each of the key stages there is little significant difference in the results of boys and girls. Pupils with EAL performed just as well as their peers, with four of the five targeted pupils achieving at the average level in the tests. This was a tremendous achievement and reflects the excellent assessment procedures and the well-targeted provision.

87. Inspection findings from current and previous work show overall attainment to be below average at Key Stage 1, but with some higher attainment. This is an improvement upon the performance in the 2000 National Curriculum tests. At the end of Key Stage 2, attainment is below average. This particular cohort of pupils have had a problematic time early in their school life. Although the school has put in extra support, it may still be difficult to match last year's results. This is because there is a significant number of pupils in the class that have SEN or EAL who still require considerable support. Although there are a few higher attaining pupils, the overall profile of the class is weighted by lower attainment. There are variations from year to year, but overall the trend is an improving one. In Key Stage 1, Year 1 pupils are nearing national standards, and in the Foundation Stage there are already promising signs that the learning rate of the children is good. The present Year 3 pupils, who took the National Curriculum tests in 2000, are already making good gains in their learning. The school took the decision to keep them with the same teacher as they had begun to make good progress with her at the end of Key Stage 1 but unfortunately standards could not be raised sufficiently for the tests. They had several teachers when they were younger, which had a detrimental effect on their progress. Attainment in Years 4 and 5 are now around the national average. Progress is now satisfactory through the key stage.
88. Standards of attainment in speaking and listening are broadly in line with the national average throughout the school. In Key Stage 1, teachers use questioning skilfully to elicit responses from pupils. In Year 1, many of the pupils listen well and make predictions about the story and respond confidently to questions, when pupils discuss the text in the 'Gingerbread Boy'. Teachers in Year 2 give their pupils good opportunities to feed back their ideas and read out their work about the character of the troll, in the story of the Three Billy Goats Gruff. Although pupils are confident to speak before the class and sentence structure and articulation are sound, they do not always speak loudly enough. The teacher helps to extend pupils' ideas and effectively models their answers into appropriate sentences. Teachers are aware they need to encourage children to speak in a variety of situations. Year 3 pupils are given very good opportunities to speak in assembly when they successfully presented their thoughts about 'The Iron Man' that they had read. Teachers have very good understanding of the National Literacy Strategy and encourage pupils to use correct terminology, not only in literacy but also in other subjects. Particularly good examples were seen in Year 4, when pupils discuss adjectives using the correct terms. Year 6 pupils express their views about the school in a mature manner and use correct terminology when talking about pollution in geography.
89. By the end of Key Stage 1, reading is in line with the national average and a few pupils reach higher levels in attainment. Standards are rising and good progress is made through the key stage. Pupils are already benefiting from the introduction of the literacy hour and the increased focus on literacy. Teachers organise shared text sessions well and work effectively to maintain pupils' interest with a good range of texts, both fiction and non-fiction. Year 2 pupils enjoy reading the text and understand the significance of the bold print and read with greater emphasis. Most pupils have a good understanding of the role of the author and illustrator, the contents page and index. Dictionary skills are developing satisfactorily so that pupils understand where letters come in the alphabet, with the most able confident to find words using up to the third letter. Pupils read simple texts with increasing fluency and show, in discussion, that they understand them. Books are taken home on a regular basis and PACT (Parents, children and teachers) books and reading journals provide a useful link with parents. Teachers assess pupils' reading ability during group reading sessions, stating strengths and weaknesses; this provides valuable information for future work.
90. Attainment in reading is close to average by the end of Key Stage 2, but there are too few pupils reading at the higher levels. Although reading throughout the key stage is satisfactory, some pupils with EAL and SEN may be able to read the text, but they do not always have the depth of

understanding to read beyond the literal meaning of the text. This means that there are sometimes difficulties when confronted with comprehension exercises or they need to explain the meaning of a text. Pupils are aware of the classification system and have a secure knowledge of library terms, such as contents, index and glossary. However, the library is underused for research purposes during lessons. Teachers generally take books for topics into the classroom so they are available for pupils. This does not allow pupils to become independent in their learning, as they do not have sufficient opportunities to select suitable texts for research. The Year 6 teacher is encouraging pupils to read a good range of well-known texts. For example, higher attaining pupils read 'The Hobbit' and average readers books about Harry Potter. Pupils are beginning to read with increasing accuracy and fluency and read with expression as in class assemblies, when pupils are expected to prepare their readings and prayers and read out to the class. Dictionaries and the computer are used satisfactorily to find out information in other subjects.

91. By the end of Key Stage 1, attainment in writing is broadly in line with the national average for the number of pupils reaching Level 2. However, because few pupils reach the higher levels, overall attainment is below average. Teachers encourage their pupils to write in a variety of forms. They write instructions, labels and stories using appropriate language and format. For example, they write instructions on how to make chocolate chip cookies in sequence and reporting style and retell the story of 'Pinocchio' with a good grasp of the main events, although teachers remind pupils to use appropriate punctuation and full stops and capital letters are used inconsistently. Many write in a joined fluent script and form their letters satisfactorily so that they are able to read back their own writing. There are reasonable attempts to spell words using phonics. Activities during the literacy hour help pupils build and learn common words.
92. Attainment in writing in Year 6 is below average, with few pupils attaining higher levels. Progress is satisfactory over the key stage, with some good progress made in lessons and by pupils with SEN and EAL. Pupils now cover a wider and interesting range of work, often linked to their topic work. This is an effective method of using skills in context, for example when pupils write about different people in 'Black History' week. A few more able pupils write in a lively style and use imaginative vocabulary when they write stories and poems. However, not all have the ability to use exciting and interesting language or write in extended sentences. When teaching is particularly inspiring, it helps pupils achieve high standards in lessons despite lower prior attainment. During a lesson on poetry, pupils were highly motivated when listening to the poem 'Jabberwocky' and rewrite the poem using proper words in place of nonsense words. Most write in a joined script and presentation is good. This is expected by the teachers and conveyed to the pupils in their marking. There is satisfactory use of ICT to support literacy, for example, when pupils rewrite verses from 'Jabberwocky' on the computer. Some pupils have a satisfactory understanding of the use of paragraphs, parts of speech and make good attempts at spelling. Sound use is made of homework to consolidate and extend skills learnt in lessons.
93. Overall, teaching is good and has a significant impact upon pupils' learning and the progress they make. The teachers have worked hard to implement the National Literacy Strategy, which they do with very good understanding of the requirements of the strategy and a secure knowledge of English. They teach basic skills well and encourage pupils to use key vocabulary across the curriculum. Pupils enjoy literacy and the majority of pupils' attitudes to the subject are now good. Planning is very good and identifies the learning objective, which is effectively communicated to the pupils. The shared text and plenary sessions are usually good, when teachers give their pupils good opportunities to share texts and discuss their work in front of the class. Teachers use very good questioning skills, listening carefully and valuing the spoken contributions from pupils of all levels of ability, developing their confidence to speak in front of others. They challenge pupils to think carefully and extend their thought and ideas into words. Assessment procedures were not sufficiently developed at the time of the previous inspections. They are now very good. Day-to-day assessment is used very well and marking is very supportive, helping pupils know what they need to do next to improve. All pupils have literacy targets, which are reviewed regularly. This is very good practice as pupils are very aware of what it is they need to do to improve and are involved in evaluating their learning. Many pupils meet the expectations of their teachers, work hard, concentrate and persevere, working within the time limits that are set. The majority of pupils are keen to learn and present their work well; this is an improvement from the last inspection.

94. Teachers make excellent use of learning support assistants who work very effectively with pupils, helping them in their learning and behaviour. Teamwork is very well established for the benefit of the pupils. They all provide very effective support for those with SEN and EAL. This helps pupils to integrate successfully into English lessons and make good progress. When lessons are not so successful, a minority of pupils take too long to settle and the teacher takes too long negotiating with pupils about their behaviour. This gets in the way of learning and wastes time for everyone. There are occasions when work is not sufficiently challenging, particularly in independent activities for the higher attaining pupils, for example, when teachers take books for topics into the classroom for pupils, rather than allow them to select their own reference books. Although pupils are aware of the classification system and have a secure knowledge of library terms, such as contents, index and glossary, they do not have the opportunity to enhance their higher order skills in skimming, scanning and selecting appropriate texts for research purposes. This inhibits pupils from reaching higher standards.
95. The subject is led by a highly motivated and knowledgeable co-ordinator. She is committed to raising achievement in the school. The National Literacy Strategy has been successfully implemented and has begun to raise standards throughout the school. She is aware that there need to be further opportunities for drama. The co-ordinator has very good opportunities to monitor the impact of the literacy hour and is aware of teaching and learning that is taking place in the school and where it needs to improve, for example, to raise the standards of writing throughout the school. There is good liaison between the SENCO and EAL teachers concerning performance data and what is needed to ensure successful learning takes place for all pupils.

MATHEMATICS

96. The previous full inspection in 1995 judged pupils by the end of Key Stage 1 to be close to or in line with the national average. By the end of Key Stage 2, attainment was judged to be below the national average, with poor skills in numeracy. By 1997, improvements had been made and at both key stages, pupils' attainment was in line with the national average. Since then, attainment in mathematics has declined. The school has analysed test results and concludes that the large number of pupils with English as an additional language admitted to the school in recent years has significantly influenced the downward trend in attainment. This is because pupils do not always have the comprehension skills to interpret data and work with problems involving a great deal of language. The low attainment in mathematics is more often associated with lower levels of acquisition in English rather than mathematical ability. The school has recognised the need to raise standards and has taken appropriate steps to achieve this. There is now a strong emphasis in all lessons on mathematical vocabulary and its use. This is already proving beneficial in the Foundation Stage.
97. In the 2000 National Curriculum tests, standards at the end of Key Stage 1 were very low and, at the end of Key Stage 2, well below average. Far fewer pupils reached the highest grades when compared nationally. This is linked to some pupils' inability to understand written mathematical problems and language and then to communicate their thoughts and findings, particularly when interpreting data. Compared to similar schools, attainment is well below average in Key Stage 1 and below average in Key Stage 2. There is little significant difference between the attainment of boys and girls.
98. From inspection evidence which is based on lesson observations, scrutiny of work, discussions with pupils and teachers and the analysis of statutory and non-statutory tests, attainment at the end of both key stages is still below average. However, standards are improving, as evident in the near average attainment in some year groups, notably Years 1, 4 and 5. The National Numeracy Strategy is providing a clear structure for the teaching of the subject and better teaching and learning is having an impact and raising attainment. All pupils have more positive attitudes towards learning and make good progress, particularly in lessons. Pupils with SEN and EAL are very well supported and their needs well identified; this helps them to be fully included in all activities.

99. By the end of Key Stage 1, pupils have a satisfactory knowledge of the size of a number and where it fits on the number line and in the 100 square. Pupils in Year 1 investigate money, count forwards and backwards in 10's, add and subtract single digits, estimate amounts of money in a purse, recognise numbers written in words and match these with digits, order 2 digit numbers and find missing numbers in a sequence. By age seven, pupils are able to choose the smallest number of coins to make a certain amount, understand odd and even numbers, work with number statements and understand the meaning of product, multiplied and remainder. Teachers are teaching basic skills well and emphasising mathematical language; this is helping pupils to begin to develop a good mathematical vocabulary. All lessons seen began with a mental activity that is challenging and reasonably brisk in pace. This helps pupils concentrate well, show enthusiasm for challenging problems and take care with written work. At times they are very talkative and disciplining them spoils the smooth flow of the lesson and slows the pace of learning.
100. Basic skills are taught well and, by the end of Key Stage 2, pupils have a sound understanding of place value including work with numbers of 1000 and more. They use a variety of written and mental computations involving addition, subtraction and multiplication. They work with positive and negative numbers and create co-ordinates that they record on four quadrants. They know how to work with common fractions. Pupils in Year 3 work with number sequences, money, partitioning, counting in 2's, 5's and 10's, understand odd and even numbers and are able to add up the value of shopping lists. In Year 4, pupils are able to read temperature using a thermometer to link with their science work. They measure length and perimeter, calculate sums of money, investigate various shapes, understand fractions of a whole and understand the four operations. In Year 5 pupils work with angles, time, lines of symmetry and data handling. They understand equivalent fractions.
101. The National Numeracy Strategy has been satisfactorily implemented. Teachers plan work well with learning objectives clearly identified. They make extremely good use of their learning support assistants; this helps lower attaining pupils to make progress. Numeracy is taught satisfactorily across the curriculum. For example, in science pupils display and compare information from experiments and use co-ordinates in geography. However, ICT is not used fully and opportunities are missed to support numeracy. The staff are supported by the co-ordinator who ensures that numeracy is effectively monitored each half term. Assessment procedures are very good indeed. Areas for development are identified; this helps to inform the teacher what to teach next. Resources are adequate and priorities for improving them have been identified.
102. The overall quality of teaching is good. In all mathematics lessons, it was never less than satisfactory. It was often good or very good. Teachers have a secure knowledge of the subject. They mark written work and provide feedback that encourages constructive interaction for further improvement by pupils. Homework in mathematics throughout the school is uneven. There is a commitment in the school to further improve standards in mathematics. The local mathematics advisor has recently visited to do demonstration mathematics lessons and is due to visit shortly do carry out training with the staff on target setting.
103. A careful analysis of test results shows that understanding number, interpretation and non-numerical processes are the most troublesome areas in Key Stage 1 where language instruction now has a high profile. This is a positive move that will help to improve standards in mathematics over time. Pupils enjoy their mathematics lessons and Year 6 pupils were unanimous in saying that it was a subject they enjoyed. The school is considering ways to involve parents so that they can become informed and give support to the work of their children.

SCIENCE

104. In teacher assessments at the end of Key Stage 1, the standard of pupils' work is well below the national average and below that of similar schools. In tests at the end of Key Stage 2, the percentage of pupils achieving the middle range of grades is well above the national average. Far fewer pupils reached the highest grades when compared nationally. However the pupils have been

achieving increasingly better grades over the last three years in standard tests at the end of Key Stage 2. There is no significant difference in the achievement of boys and girls. Pupils from all backgrounds achieve equally as well as each other. This includes pupils with special educational needs and English as an additional language. There has been improvement in the standards of pupils' work since the last inspection.

105. From the evidence of the inspection, pupils are achieving standards of work that are below national expectations at Key Stage 1. Standards are also below national expectations at Key Stage 2. By the end of Year 2, the majority of pupils can construct a simple circuit to switch on a bulb or a buzzer. They can draw a diagram to represent the circuit using conventional symbols. They understand that electric current has to flow in a circuit. By the end of Year 6 the majority of pupils can set up an experiment to find the conditions needed to encourage the growth of mould. They can arrive at their own conclusions when considering the best way of storing perishable food. However, they do not provide full explanations for their observations, for example, by explaining why cold conditions are best for preserving food. They do not always suggest ways they can improve their experiments. Pupils of all ages do not confidently use appropriate scientific language in their verbal or written explanations.
106. The quality of teaching is sound throughout the school. A very good lesson was seen in Year 6 when pupils were investigating the effectiveness of filters of natural materials such as gravel and sand. The teacher gave accurate scientific explanations and the learning support assistant also made a very valuable contribution to the quality of learning for many pupils. Where lessons are less effective, the teachers have not researched the topic so well or there is a lack of basic apparatus. Lessons sometimes lack pace and rigour.
107. Overall the quality of learning is sound. It is good for lower attaining pupils as a consequence of the very good teaching and support they receive. The quality of learning is very good for many pupils in Year 6. Pupils receive special after school booster lessons. However, an analysis of the pupils' work throughout the school reveals that higher attaining pupils are insufficiently challenged. Frequently they do not have the opportunity to study the topic to further levels of understanding or to use more advanced explanations of their observations. Consequently they do not achieve the highest levels of attainment for their age and abilities. The majority of pupils are interested in their work. They take part in class discussions, answering questions thoughtfully. They work well together within groups, sharing and developing ideas as they study. Their work is completed neatly and results of experiments are recorded accurately.
108. There is a good scheme of work that ensures continuity in learning in all the classes in each year group and as pupils progress through the school. Opportunities are missed to develop pupils' skills in literacy, for example by emphasising and using appropriate scientific terms or key words. Skills in numeracy are developed as the pupils display and compare information from experiments. However, information and control technology is not used fully, for example, by using a database to process and compare information and to plot graphs. Many additional experiences enrich the quality of learning. These include a visit to the science museum, a special science week organised by the school and the visit of a travelling inflatable planetarium.
109. Pupils' work is assessed regularly against National Curriculum levels of attainment. This assessment ensures that teachers are able to adjust their teaching plans in response to the pupils' achievements and difficulties. An experienced co-ordinator ensures the subject is implemented to a sound standard. There are some limitations in the provision of class sets of equipment, books and other resources. These are managed to a sound standard. All the staff work well as a team, contributing to the success of the subject.

ART AND DESIGN

110. At the last inspection, standards of achievement in art were judged to be in line with national expectations at age seven but barely in-line with national expectations at age eleven. The school has made sound progress since then and standards at ages seven and eleven are satisfactory.

111. In Key Stage 1, pupils investigate a range of materials and processes to make a collage. They make slow but satisfactory progress in assembling and cutting their chosen pieces of materials to create a 'fish' shape. There is very little intervention by the teacher; children are not sufficiently challenged to evaluate the work they do in order to improve it. A very limited example of the children's artwork is on display throughout the key stage.
112. In Key Stage 2, pupils learnt how to apply perspective to their drawing using Van Gogh's "Vincent's bedroom at Arles" as an example. Their early attempts were satisfactory with some pupils producing very good work. Pupils in Key Stage 2 also worked on a project to produce clay coil pots after the style of the ancient Greeks. Evaluation and a visit to the British Museum to study original examples followed their early attempts. Very good workbooks were completed on this occasion, including some good sketching of the ceiling of the reading room.
113. The teaching in the art lessons seen was satisfactory or better. All lessons are clearly planned and preliminary instruction is of a high standard. In Key Stage 1, there is very little intervention by the teacher, but, in Key Stage 2, the teacher's intervention raised the expectations of what pupils should achieve and contributed to good progress.
114. Very little pupils' artwork is displayed in the school. As a priority, the school has decided to compile a portfolio of pupils' work. New initiatives in the management of the subject should raise the profile of art in the school and extend teachers' confidence. Art and pottery clubs are held after school each week and these are well supported.

DESIGN AND TECHNOLOGY

115. Evidence of the quality of learning has been taken from classroom activities, scrutiny of the pupils' written work and the things they have made. Throughout the school, pupils complete their work to standards that are generally above that expected for their age and abilities. They have a good experience in all the aspects of the designing and making processes. They work with a wide range of materials that includes paper and paste, dowel rod, card and fabric. Some pupils also have the opportunity to make a food product in the food technology club. The standard of pupils' skills and understanding has improved since the 1995 inspection.
116. The quality of teaching is good. In the lesson seen in Year 6, classroom organisation and management of the pupils were good and all pupils received good support and encouragement. This lesson was planned well to ensure that there is good emphasis on developing the skills involved in both the processes of designing and making. When they are designing, the pupils are encouraged to consider the views and preferences of the user. They were asked to design and make a pair of slippers. They researched a wide range of slippers, considering their suitability and appeal.
117. The pupils clearly enjoy this subject and they take care with the quality of their work. They work well within groups, sharing equipment and exchanging ideas. Consequently, the quality of learning is good. It is very good when pupils attend the 'Making Place'. This is a specialist centre for teaching design and technology with enhanced resources. Older pupils have advanced their learning to the extent that they are now producing labelled diagrams of their designs in three views. The quality of their learning is also advanced when they write procedures for a computer to control the electrics of their working models.
118. This subject is led by an experienced co-ordinator who effectively monitors the quality of learning in this subject. All pupils are assessed and photographs of pupils' work are kept to monitor standards. All the pupils enjoy a rich learning experience in design and technology, including those with special educational needs and those with English as an additional language. This is a consequence of good teaching and support.

GEOGRAPHY

119. It was not possible to observe any lessons in geography during the inspection. Evidence was taken from teachers' planning, pupils' work and discussions with the co-ordinator, who monitors planning, and discussions with staff and pupils. A judgement about standards could not be made about the end of Key Stage 1, as pupils had done very little work so far this year as the main work in geography will be completed later. This was the situation at the time of the inspection in 1995. Through discussions with Year 6 pupils, standards are in line with what would be expected at the end of the key stage. This is an improvement from the last inspection.
120. At Key Stage 1, pupils gain knowledge about places in their local environment and skills in constructing and interpreting simple maps and plans. Year 2 pupils discussed the work they had completed in Year 1 and describe routes around the school. The school gives pupils good opportunities to go out and about in the locality; this extends pupils' learning and enjoyment for the subject. They describe features that they like in the locality, such as a park to play in, and comment that some roads are too busy and cars go too fast. They are successfully building upon the opportunities that are created in the Foundation Stage as they describe accurately the routes taken to the fire station and library.
121. By the end of Key Stage 2, pupils have developed appropriate skills in geography and their understanding and knowledge of other cultures has increased. It was apparent from the scrutiny of work that there was insufficient challenge for higher attaining pupils. The content of work was similar regardless of ability and very little individual research had taken place. Although geography is taught specifically at particular times of the year, geography skills are developed successfully in context during the year through current affairs and the weather. For example, Year 4 collect and record evidence from newspapers about news items connected to different parts of the world. This not only enables pupils to use geographical skills in context but links well with literacy. In Year 5, pupils gain a good insight into contrasting localities. The present Year 6 pupils could talk about the work they did last year in good detail. They talked about the differences between Godstone in Surrey and Battersea and could describe the location of both areas. During the autumn, the Year 5 teacher and the teacher for pupils for whom English is an additional language, very successfully capitalised on the news about flooding across the country and within their continuous unit 'What's in the News' developed detailed reports and created stories. This was a particularly good link with literacy and one that ensured all pupils were very well supported and could access the subject. ICT is used well to support geography teaching through the use of the Internet for research purposes and CD ROMS. Year 6 pupils use ICT to obtain information to support their work on rivers and use an Ordnance Survey program to locate the local area. Pupils have a sound understanding of mapping skills and use numeracy skills to locate grid references. Teachers have developed good cross-curricular links in geography and the use of subject specific vocabulary. This ensures sound learning of such themes as 'water' as pupils use correct terminology to describe the features of rivers.
122. With a strong emphasis on raising standards in English and mathematics, the development of geography is not one of the school's priorities at present. The co-ordinator is well aware of the needs of the geographical curriculum and has reviewed the policies and schemes of work. The newly revised, scheme is based on the Qualification and Curriculum Authority (QCA) guidance and the school's own topics. Teachers are finding these units very helpful and they appear to be working effectively. At the end of each term, each unit will be evaluated; this will help the review process at the appropriate time. The national guidance has given the teachers the means to cover all the requirements of the National Curriculum, which is an improvement since the last inspection.

HISTORY

123. The inspection in 1995 judged standards at the end of Key Stage 1 to be broadly in line with national expectations. No judgement was possible in Key Stage 2. Evidence from the inspection indicates that standards up to age 11 are at least in line with national expectations. No lessons were seen in Key Stage 1 and the scrutiny of work yielded insufficient evidence to make a secure judgement regarding standards in history.

124. History teaching in the school is timetabled in blocks of half a term that enable full coverage of the curriculum. The needs of the history curriculum have been assessed by the co-ordinator and the scheme of work is based on the Qualification and Curriculum Authority (QCA) national guidance. Thought is given throughout the school to cultural diversity and connections. An example of this was the choice to study Mary Seacole instead of a local figure. The management of the subject is good and includes a regular schedule for monitoring and review. In keeping with all other subjects, there is a clear programme of assessment. Good resources were seen in lessons, the library area and in displays around the school.
125. Teaching is satisfactory and in one lesson it was excellent. One class were beginning their study of the Tudor period. This was accompanied by clear planning and built on knowledge from previous teaching. By the end of the lesson, pupils had thoroughly reviewed work done in previous years and had completed and discussed a basic time line. Further activities planned were not completed and higher attaining pupils carried out the same work as other pupils. Another class were beginning their study of the Second World War. This was an excellent lesson and moved at a brisk and challenging pace and closely followed clear and detailed planning. Pupils thought carefully about the key events described and worked very enthusiastically with the variety of resources made available to them. They were keen to make sense of what they were learning and the range of questions asked by pupils and the teacher led to a high level of thought.
126. Attitudes and behaviour are variable. In one lesson, pupils took a long time to settle and time was wasted on minor disruptions. In another lesson, there were very high expectations of behaviour and minimal disruption occurred.
127. The subject makes a good contribution to pupils' cultural development through focusing on life from different eras, including figures from 'Black History'. The school has decided to seek natural links for history throughout the curriculum and in keeping with the range of cultures represented in the school. There are good links with literacy as pupils use a collection of documents and books to gather information about the Second World War. Numeracy skills are enhanced as pupils recall key dates of particular events during the Second World War. Teaching and learning is enhanced through visits to support pupils' topic work, such as a visit to The British Museum.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. At the end of Key Stage 1 and Key Stage 2, attainment is below that which can be expected nationally. However, there has been improvement in the standards of attainment since the inspection in 1995. There is now better equipment, a satisfactory scheme of work and much better teaching. However, some aspects of the curriculum are not fully covered. This limits the standard of pupils' work.
129. At the end of Key Stage 1, pupils can enter some text using a fully featured word processor. They can set out text creatively and change the size, colour and style. They know the function of the main controls on the keyboard and they can search a multi-media database for information. They are beginning to use the Internet as a further source of information. By the end of Key Stage 2, the pupils have advanced their skills to use a fully featured word processor confidently. They are proficient in using the Internet and they can communicate by sending and receiving electronic mail.
130. The pupils work well together. They are prepared to share ideas and support each other in their learning. They look after the equipment and, when they have the opportunity, they enjoy using the computer in the classrooms. In the classrooms, many work well without direct supervision, if required, and sustain their interest and concentration on the task set for them. Some pupils lack confidence and they are less explorative, relying on the teacher to help them rather than to try again or try another way of doing things.
131. Overall the quality of teaching is sound throughout the school but it is variable. Teaching was very good in Year 2 when pupils were learning how to use a multi-media database. The teacher had a

good knowledge of the subject and the lesson was planned well. The lesson was challenging, had a good pace and pupils of all abilities received good help and support. An outstanding lesson was seen in Year 3 when pupils were learning how to use electronic mail. An enthusiastic and knowledgeable teacher led an inspirational lesson in the computer room. Soon all the pupils were confidently receiving, writing and sending messages by e-mail to the teacher's own children. They had already sent messages to the class. In contrast, where teaching is satisfactory or, in one case seen, unsatisfactory, the lessons lack sufficient challenge appropriate to the pupils' age and previous learning. The new suite of computers was not used to maximise the pupils' hands-on experience.

132. There is a scheme of work that ensures a progressive education as pupils move from year to year. However, some elements of the National Curriculum are missing or not covered in sufficient depth. This is particularly significant at Key Stage 2. This includes exploring simulations, collecting and presenting information in graphs, spreadsheet modelling and controlling and monitoring. Consequently these elements are not yet fully developed to meet national requirements. This subject contributes to developing the pupils' abilities to learn independently when they search for information on multi-media databases and the Internet. ICT is used very effectively to help pupils to work creatively, particularly when using a paint and draw application, for example when they produce patterns in the style of William Morris. Pupils with special educational needs and English as a second language achieve equally as well when learning about ICT. However, opportunities are missed for them to use applications to help them develop their skills in literacy and numeracy.
133. Pupils' work is assessed to National Curriculum levels of attainment and the progress of individual pupils is carefully monitored. The subject is co-ordinated purposefully and the staff are supported and encouraged as they work to develop their own skills and the standard of teaching. The school has significantly improved the quantity and quality of the computers and applications. However, this provision is currently not used fully to ensure that the pupils have the maximum access needed to meet all the new curriculum requirements.

MUSIC

134. At the last inspection, music was judged to be an area in need of development across the school to ensure coverage of all aspects of the National Curriculum and to provide progression and continuity within and across key stages. Since the inspection in 1995, the school has made good progress in developing music, particularly by age eleven where standards are at least in line with national expectations in all areas. Singing is sometimes of a higher standard than the other elements of the music curriculum, that of listening, appraising and composition. All pupils including those with special educational needs and with English as an additional language are exposed to a well-structured programme of music.
135. By age seven, pupils sing well and learn words and tunes easily. They sing a range of songs but insufficient work was seen for a judgement to be made in music.
136. By age eleven, pupils sing tunefully and with enthusiasm. They learn words and music easily and show their enjoyment when a new song or hymn is taught. The range of singing heard was limited, but the singing was good. The school should consider a range of accompaniment to extend the pupils' experience and to further support the good piano accompaniment already in use. Year 5 and 6 pupils in Key Stage 2 have keyboard lessons each week. In the lesson seen, they used good keyboard skills, worked at a brisk pace and made very good progress. The school enters the Wandsworth Children's Music Festival and Music for Youth. Both activities raise the profile of music in the school and extend pupils' musical knowledge and experience.
137. There is expertise and enthusiasm on the staff. The teaching seen was good and the pupils extended their musical experience and made good progress. Insufficient listening, appraising and composition is done. The school is aware of this and has planned to improve provision and make use of new technology. Resources are generally good.

138. The children in this school show real enjoyment of music and rhythm. The school should consider all reasonable steps to further develop this potential.

PHYSICAL EDUCATION

139. In the inspection in 1995, the standards of achievement in physical education (PE) were judged to be below national expectations by the end of both key stages. The quality of learning was generally unsatisfactory and was poor at Key Stage 2. The school has made good improvement since the last inspection. Standards of achievement in physical education at ages seven and eleven are now satisfactory.
140. The curriculum for PE is broad and balanced. It meets statutory requirements. A full range of skills and activities are covered. Lessons are well planned and all pupils are included in everything. In Key Stage 1, pupils used imaginative movement in response to music. During the lesson, there was good progress made towards thoughtful, individual effort. Pupils became increasingly free in their movements as they interpreted the music to which they were moving. They considered aspects of their performance and tried hard to improve it.
141. In Key Stage 2, Year 3 pupils learnt dance sequences that were later presented in a school assembly. The range of movements included energetic dance as well as slow, carefully controlled movement. Another class worked satisfactorily in a keep fit lesson that offered a good range of activities requiring pupils to use many of their muscles and also develop cardio-vascular fitness. Activities were arranged in a circuit and proper warm-up exercises preceded the activities. Pupils worked at a level appropriate to their age. Good progress was made after pupils had completed the first circuit and had the opportunity to repeat the circuit a few times and improve their performance on each occasion. There are good arrangements for swimming for pupils in Key Stage 2 at the local swimming baths, with specialist instructors teaching them. Many pupils are confident in the water and many are making good progress. By the time the Year 6 pupils left the school last July, nearly all could swim 25 metres and many considerably further.
142. Teaching is never less than satisfactory. In the best lesson, the pace is good and pupils challenged, giving them little time to get restless. On occasions explanations were too long. This led to pupils being inactive as they waited to change activities. Lessons are well planned and PE is well managed. Further opportunities are offered to pupils when the local football club teaches basic skills each year. Surrey County Cricket also provides basic skills teaching. The school participates in local netball, football and athletics events and staff confidence in teaching PE has been raised through the use of Top Sport training.