

INSPECTION REPORT

RIVERSDALE PRIMARY SCHOOL

Southfields, London

LEA area: London Borough of Wandsworth

Unique reference number: 101018

Headteacher: Roselyn Donovan

Reporting inspector: Anne Currie
25429

Dates of inspection: 12th – 15th March 2001

Inspection number: 197753

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	302a Merton Road Southfields London
Postcode:	SW18 5JP
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Appropriate authority:	Governing Body
Name of chair of governors:	Allan Turpin
Date of previous inspection:	29 th September 1997

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9465	Elizabeth Cooke	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27061	Ian Stainton-James	Team inspector	Special educational needs English Music Physical education Religious education	How well are pupils taught?
27736	Jeremy Collins	Team inspector	Mathematics Art Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?
17939	Gavin Graveson	Team inspector	English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Riversdale is a primary school for boys and girls aged from three to eleven years old. It is currently under-subscribed with 181 pupils on roll in the main school. Twenty five children attend the nursery and, of these, nineteen attend full-time and the rest part-time. Children transfer into the reception class from the nursery each September.

The school is situated in the London Borough of Wandsworth. Pupils come from many different backgrounds and live in both private and local authority housing. They enter school with a wide range of attainment. Overall, assessments carried out soon after children enter the reception class show that their attainment is below that normally found. Thirty nine per cent of pupils are eligible for free school meals, which is well above the national average. This figure shows a ten per cent increase since last year. Thirty one per cent of pupils, a high percentage, speak English as an additional language. Twenty two pupils are at an early stage of English language acquisition. The main home languages after English are Urdu and Turkish. Only a few children enter and leave the school during the academic year. Forty four pupils are considered by the school to have special educational needs. This is broadly in line with the national average. The main difficulties are emotional and behavioural and moderate learning difficulties. One pupil has a statement of special educational needs.

The school is involved in a number of national initiatives including Excellence in Cities, the Family Literacy Project and the Learning Schools Programme.

HOW GOOD THE SCHOOL IS

Riversdale is an effective school with many good features. The quality of teaching is good overall which leads to good gains in learning. Pupils are encouraged to work hard and they respond well. The school is well led by the headteacher and deputy head. Pupils attain overall sound standards by the end of Year 6. The school gives satisfactory value for money.

What the school does well

- Standards achieved by pupils at the end of Year 6 have risen over the last four years in English, mathematics and science.
- Teaching is good, with significant strengths in the teaching of literacy and numeracy, which is leading to good progress in lessons.
- The leadership and management of the school by the headteacher and key staff are good.
- There is good provision for pupils with special educational needs and, as a result, these pupils learn well.
- The arrangements for extending pupils' personal and social education, and also their moral and cultural development, work well.
- Staff develop good relationships with pupils and they have effective strategies for encouraging pupils to work hard and behave well. As a result, behaviour is good and pupils are keen to learn.

What could be improved

- Too few pupils attain above national expectations at age 11, especially in science.
- Attainment in information and communication technology by the end of Year 6 does not reach the levels expected.
- Governors are not sufficiently involved in strategic planning and they do not ensure that money made available to the school is used for the benefit of pupils currently in the school.
- Pupils' attendance and punctuality are poor and insufficient action is taken to bring about an improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. It has made satisfactory progress since the last inspection, although much of the improvement has been comparatively recent. The schemes of work published by the Qualifications and Curriculum Authority have been adopted to set out clearly what pupils have to learn and to ensure that new learning builds on what pupils have already learned. Planning for design and technology has improved and it now meet requirements. Co-ordinators have a clearer understanding of their roles and some, especially the literacy and numeracy co-ordinators, are monitoring the work done well. Assessment procedures for English and mathematics are good and there are clear, appropriate plans to improve general assessment procedures, so that they clearly track and guide the progress of all pupils, including those capable of higher attainment. There are still shortcomings in the assessment of pupils with English as an additional language.

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	B
mathematics	D	C	D	C
science	D	E	E	D

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

Similar schools selected on the basis of the percentage of pupils entitled to free school meals.

The table shows that, by the time pupils left the school in 2000, standards compared with national average figures for primary schools were average in English, below average in mathematics and well below average in science. Compared to similar schools the results were above average in English, average in mathematics and below average in science. In all three subjects, the percentage of pupils attaining above the level expected were below the national average, especially in science. There has been a steady improvement in the results achieved in English, mathematics and science by Year 6 pupils over the last three years.

In 2000 in national tests and tasks at the end of Year 2, pupils attained standards that are average in writing and mathematics and below expectations in reading. Compared to similar schools, the results were average in reading and above average in writing and mathematics.

Inspection evidence indicates that pupils in Years 2 and 6 reach nationally expected standards in art, design and technology, geography, history, mathematics, music, physical education and science. Across the school, pupils reach the standards set out in the locally agreed syllabus for religious education. In information and communication technology, pupils achieve the standards expected at the end of Year 2, but not at the end of Year 6. In speaking and listening and writing, pupils in Year 2 reach average levels of attainment, but standards are below this in reading. Pupils in Year 6 exceed expectations in speaking and listening and meet them in reading and writing. Overall, pupils are learning well and their results indicate an improving trend. Pupils with special educational needs are well supported and they make good progress throughout the school. Pupils with English as an additional language who receive extra help also make good gains in learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and they are interested in their work. Pupils like talking about their work.
Behaviour, in and out of classrooms	Behaviour is good in class and at playtime and lunchtime.
Personal development and relationships	Pupils develop good relationships with each other and with adults. When given the opportunity they take responsibility well.
Attendance	Attendance and punctuality are poor. One factor in the poor attendance is families taking holidays in term time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

During the inspection teaching was satisfactory or better in 98 per cent of lessons. It was good in 41 per cent and very good or better in 26 per cent. Examples of very good teaching were found throughout the school from Years 1 to 6. In these sessions, lessons were very well planned; teachers had high expectations and very secure subject knowledge. The one unsatisfactory lesson was the result of weaknesses in pupil management, which meant that the pace of the lesson was slow and pupils made insufficient progress. Literacy and numeracy are taught well. The school successfully places good emphasis on providing equality of access for all its pupils. When they are given extra support, pupils with English as an additional language are taught well. They make good progress. Pupils with special educational needs also receive good support. As a result, they make good gains in learning towards the targets set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate curriculum for all its pupils. The provision for personal, social and health education is good.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and they make good progress towards the targets set for them in their individual education plans. The management and organisation of the provision are good.
Provision for pupils with English as an additional language.	Pupils who receive support make good progress because of the good teaching. There are shortcomings in the reviews of pupils' progress and in the setting of individual language targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is satisfactory. For social, moral and cultural development it is good.
How well the school cares for its pupils	Staff care for pupils well and they make good provision for their welfare, health and safety. Procedures for improving attendance and punctuality are poor. Assessment procedures are improving.

The school establishes a satisfactory partnership with parents and provides them with a suitable amount of information. Parents make a good contribution to pupils' learning, for example by helping on school trips and supporting pupils in the completion of homework.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management provided by the headteacher and key staff is good. Staff work together well as a team and they have a joint commitment to raising standards.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities. They do not play an adequate role in forward planning, especially for the use of the school's budget to improve the standard of education provided.
The school's evaluation of its performance	The school is beginning to evaluate the results achieved and to incorporate its findings in future planning.
The strategic use of resources	The school makes appropriate use of specific grants, but it has a large amount of money saved which should be used for the benefit of current pupils. Correct tendering procedures are followed and the school seeks to obtain the best value for money.

The accommodation is spacious and includes a teaching swimming pool, but some areas are in an unsatisfactory decorative state. Resources are generally satisfactory, although there is a lack of up-to-date computers, with appropriate software in classes, which limits the use of information technology across the curriculum. The level of staffing is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school. • They feel that they can approach the school with any problems they may have. • Teaching is good. • The progress their children are making. • The school helps children become mature and responsible. 	<ul style="list-style-type: none"> • A few parents felt that the school did not give enough support to the higher attaining pupils. • The information they received about the progress their children were making. • The partnership between the school and parents. • The range of activities outside lessons.

Only 10 parents attended the parents' meeting and only 25 per cent of parents returned the questionnaire, so the views do not represent the views of the majority. The inspection team agrees with the positive views expressed by parents. There is an appropriate number of extra-curricular activities for the size of the school, but there is a lack of activities related to music. The school has recently become involved in an initiative to give more support to the gifted and talented pupils in the school. Parents are welcome to come to the school to discuss their child's progress and annual reports give a record of what individual children achieve, although they do not set targets for what the child has to do next in order to improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with a wide range of abilities and experiences, but overall their attainment is below that normally found. They make steady progress in the nursery and reception class as a result of the overall satisfactory teaching and the appropriate range of experiences planned for them. By the time they are ready to start in Year 1, about 75 per cent reach the nationally expected standards in communication, language and literacy and mathematical development. Most reach expectations in creative and physical development and in their knowledge and understanding of the world.
2. Results of the 2000 standard assessment tests for seven year olds indicate that pupils' attainment is average in writing and mathematics in comparison with all schools. They are above average when compared to the results obtained in similar schools, which are selected on the basis of the percentage of pupils entitled to free school meals. In reading, the results are below the national average for all primary schools and they are average compared to those for similar schools. The results in all three subjects improved in 2000 compared to 1999.
3. The results obtained by eleven year olds were average in English and above average compared to those of similar schools. There has been a steady improvement in the school's results in English since 1997, when they were well below the national average. In mathematics, results were below average compared to all schools and average compared to similar schools. The science results were well below the national average and below the average for similar schools. The main reason for the poorer results in science was the low percentage of pupils achieving above the level expected for pupils of their age. Unusually, there were considerable changes within last year's Year 6 class. The class had only 22 pupils and, of these, only 12 had been with the school since the start of Year 3.
4. The general improvement in results in English and mathematics over the last few years reflects the good teaching and the effectiveness of the literacy and numeracy strategies. Inspection evidence confirms that the standards achieved by pupils in Year 2 are in line with expectations in speaking, listening, mathematics and writing. Standards are lower in reading. Pupils in Year 6 achieve standards in speaking and listening, which exceed national expectations. In reading, writing, mathematics and science they achieve expected standards. In science especially, the percentage of pupils reaching the higher level is below expectations. This is partly the result of insufficient opportunities to carry out scientific investigations, which would give additional challenge for the higher attainers. Pupils are well motivated and keen to learn. More use could be made of their enthusiasm for learning by giving them more opportunities for independent learning. Observations show that most pupils are making at least steady and often good progress in lessons. This is the result of the good teaching, which is well focused on what pupils need to learn, and of teachers' high expectations. This good achievement is evident from Years 1 to 6. It includes the work of pupils with English as an additional language.
5. Pupils identified as having special educational needs are also making sound progress in the nursery and reception class and good progress in Years 1 to 6 in relation to their prior learning. Since the last inspection, the provision and progress of these pupils has improved. Those pupils with individual education programmes continue to achieve the specific designated targets, which are regularly reviewed. The targets are well focused on their learning needs, especially those in English and mathematics. Additional adult support is well organised to help them reach their targets.
6. Lesson observations during the inspection did not identify any marked difference in the attainment of boys and girls. There is a significant variation in the proportion of boys and girls in

each year group and, with the small numbers in each year group, each pupil accounts for several percentage points, which can lead to distorted figures.

7. In information and communication technology, all pupils are making good progress in lessons. Pupils are reaching the expected levels at the end of Year 2, but not at the end of Year 6. In that year there are gaps in their knowledge, which result from insufficient coverage in previous years. It will take time for pupils' skills and knowledge to reach the expected levels. This marks a decline in standards compared to the previous inspection, but more is now expected. Teachers' subject knowledge has improved with the help of individual training provided by additional funds made available to the school. The computer suite also ensures that teachers can introduce new skills to the whole class and they can give some time for pupils to practise what they have learned. However, there is insufficient use made of information technology across the curriculum and pupils are not having sufficient opportunities to consolidate their skills.
8. Attainment in design and technology have risen since the last inspection and pupils now achieve standards that are in line with expectations. In art, history, geography, music and physical education, pupils reach the standards expected for their age. In religious education, pupils attain the levels indicated in the locally agreed syllabus. Overall these subjects make a sound contribution to pupils' spiritual, moral, social and cultural education, with good contributions from art and music.

Pupils' attitudes, values and personal development

9. Pupils' attitudes, values and personal development are good. The previous report noted sound attitudes, good behaviour and sound personal development in pupils. The school has effectively improved standards in this aspect. Children starting in the nursery show below average development in this area and, as they move through the school, they develop well. Parents are pleased with the way the school helps pupils to develop into mature individuals.
10. Pupils generally show good attitudes to school and they are usually keen to learn. These good attitudes have a positive impact on the quality of learning in the school, as the majority of pupils respond readily to teachers' instructions and they work well together. This was seen in a Year 3 mathematics lesson where pupils started work quickly, concentrated in a sustained manner in pairs on their tasks and enjoyed very good relationships with their peers and the teacher. Where lessons are less successful, teachers do not have secure control of all pupils and time is lost settling and refocusing a minority. An example of this was seen in a mathematics lesson in Year 2 where pupils took 10 minutes to settle down at the start of the lesson. They were noisy and fidgety throughout and learning was repeatedly slowed by the teacher refocusing a few pupils.
11. Behaviour throughout the school is good with only a few pupils not concentrating well in one or two classes. Parents are pleased with the calm atmosphere in the school and the firm attitude of the headteacher to managing pupils. At play times and lunch times, children are noisy but get on well together. Teachers and lunchtime staff carefully supervise them. Relationships are good throughout the school community, with all adults providing positive role models. The school is a harmonious multi-ethnic community.
12. Pupils show respect for the school's resources, artefacts and work on display. They also show respect for buildings, play areas and each other's property. Pupils have some opportunities to take responsibility. When these are offered, pupils are keen to take them, for example, running errands, sharing reading with younger pupils and acting as prefects on the staircases. In addition, they organise charity collections, participate in team games and go on a school journey. There are limited opportunities for pupils to work independently; for example, they are not sent to work in the library or the information technology suite without adults. Investigative work in science is underdeveloped. Even the oldest pupils are closely supervised at all times as they move around the school. There are few opportunities for pupils to express their ideas about aspects of school life and to think of ways of improving it.

13. Pupils with special educational needs have positive attitudes to learning. They relate well to other pupils, teachers and learning support assistants. Moreover, they show a lot of interest in school life and they participate fully in school activities.
14. Attendance at the school is poor, with attendance rates well below the national average for primary schools and unauthorised absence is above the national average. One factor is families taking holidays in term time. Another is parents who allow their children to have days away from school for reasons which the school cannot authorise. Punctuality is a continuing problem, with too many pupils arriving after the registers close each day. The school does not take a rigorous approach to improving attendance and punctuality. An analysis of registers shows that rates are now well below the satisfactory levels previously reported. There were three fixed-period exclusions in the last year.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching was very good in 26 per cent of lessons and good in 41 per cent. This teaching is a key strength of the school and the basis of the provision of an overall satisfactory education for pupils. Teaching was satisfactory in a further 31 per cent, with only one lesson judged to be unsatisfactory. The quality of teaching has improved since the previous inspection.
16. The teaching of children in the nursery and reception class is satisfactory overall, with some examples of good teaching. One lesson was unsatisfactory when there was inadequate overall control of the class and a significant minority of children were not involved in the class activity. On occasions, there was a lack of interaction between children and adults, which limited children's learning. Good use is made of support staff in the nursery and reception class. They work well with individuals and small groups and effectively reinforce and extend children's learning.
17. The skills of literacy and numeracy are taught to a good overall standard and there are some examples of the use of the skills involved in other subjects. Teaching in English, mathematics, science, art, physical education, information and communication technology, religious education and music is good overall. Teachers give insufficient opportunities for investigative work in science. There was too little evidence to support judgments on the quality of teaching in geography, history and design and technology. There are only limited occasions when pupils conduct independent research and this limits learning, especially for pupils capable of higher attainment.
18. The very good lessons are based on a high level of professional skill and understanding, both of the subject and the range of learning needs of pupils in the class. This knowledge is used to plan engaging work that presents ideas to all pupils in a way that makes them easy to understand. This sustains teachers' interest in their work as well as the pupils. Class management in most lessons is of a high order, although it is sometimes challenged to an unreasonable extent by the unsatisfactory behaviour of a minority of pupils. Very good teaching occurs most often in English and mathematics, where lessons are very well organised and managed, leading to a consistently good pattern of learning. In these lessons, teachers make good use of arrangements to track and assess pupils' progress.
19. Where teaching is satisfactory, teachers plan a sound range of work and identify suitable learning objectives. There are factors that slow the pace for all pupils or affect the learning of some pupils. On occasions, the pace of the lesson is slow with pupils spending too long sitting on the carpet, as in a literacy lesson in Year 6. In addition, the long discussion was dominated by the higher attaining pupils, which limited the opportunities for other pupils to make contributions. Marking does not consistently give pupils the guidance they need to improve their work. All teachers, however, make effective use of homework, and this is now making a very significant contribution to learning throughout the school.
20. The main variations in teaching during the inspection were not between subjects but between classes and they centred on the control and management of the class. On occasions, in the

reception class and in Year 2, the pace of pupils' learning was slowed considerably by the continual need for the teachers to gain the attention of pupils.

21. There is a strong core of teaching by experienced and well-qualified teachers, which provides good learning for their pupils in their classes in well over half of the lessons in the school. When support staff are available, they are use effectively to support groups of pupils, often by giving individual attention and additional explanations. A good example of teachers and support staff working together was observed in a religious education lesson in Year 2, when pupils were introduced to the story of The Prodigal Son. Pupils were able to work in small groups and have the opportunity to act out the story. This approach captured pupils' interest well and through the activity they had a better understanding of the parable and how the principles it contains can be applied to everyday life. Teachers make sound use of resources in most subjects and resources are often used well in design and technology and religious education. Teachers have undertaken training in information and communication technology and this has raised their subject knowledge and given them confidence to use the computer suite and to teach their whole class the necessary skills. This is having a positive impact on pupils' learning, but it will take time to build pupils' skills to the standards required. The availability of suitable equipment in classrooms limits the use teachers can make of information technology in other lessons.
22. The overall good quality of teaching is having a positive effect on pupils' progress. The clarity in what needs to be learnt means that progress is generally good. Pupils are usually challenged by the pace and level of work in lessons. Teaching ensures that pupils steadily build up their skills as well as their knowledge. A good example of skills development was seen in Year 4 when a professional football coach helped pupils develop their passing skills and their ability to work collaboratively within small groups. Pupils show a keen interest in their work and are prepared to explain and talk about what they are learning. There is good additional support provided in lessons by the special needs co-ordinator and support assistants for pupils with special educational needs. This promotes their learning of literacy and numeracy skills well. Class teachers also take into account the attainment and needs of these pupils and provide extra support in lessons.
23. Pupils with English as an additional language make good progress as a result of good teaching by the specialist teacher and support staff. There is good liaison with class teachers. There has been recent whole staff-training, which has raised staff awareness of how to ensure that these pupils are fully included in lessons. On occasions, class teachers do not clearly understand the language needs of these pupils. An example of this was seen in Year 3 when pupils, at an early stage of English language acquisition, did not understand the concepts of hypothesising and testing and they lacked the language to talk about how plants obtain water.

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

24. The school provides a sound curriculum at both key stages. The curriculum for children in the reception class and nursery is satisfactory and is planned with care to cover all the required areas of learning. This helps the young children to make a smooth transition to the National Curriculum at the age of six. There is a good balance between activities that children choose for themselves and those that are planned for them. In the nursery, the curriculum is reinforced well by the use of the outside area.
25. The curriculum for pupils from Years 1 to 6 is broad and balanced. It includes all subjects of the National Curriculum and religious education. The time allotted for the latter is minimal. However, it is satisfactorily covered throughout the school. The school has improved the opportunities offered to the pupils by providing schemes of work for all subjects. The curriculum is now based on the guidelines of the Qualifications and Curriculum Authority (QCA). The provision for design and technology has improved significantly and it is delivered satisfactorily.

26. The planning of the curriculum is generally relevant to the wide range of ability in the school, and it is particularly effective for pupils with special educational needs. There are shortcomings in the amount of investigative work used in science and in the opportunities for independent research. The school has introduced the National Literacy and Numeracy Strategies to good effect. Teachers are making effective use of the techniques and skills they have learned from their literacy and numeracy training by applying them to the other subjects they teach. In particular, they arrange for time at the end of a lesson for pupils to reflect and evaluate their learning. The main thrust of the curriculum is focused on teaching English and mathematics where standards overall are close to the national average.
27. Literacy and numeracy skills are used well in other subjects. For example in history, pupils use their literacy skills in recreating the lives of poor children in Victorian times. In geography, mathematics plays its part in the gathering of data in traffic surveys and it develops an understanding of shape and space in art and physical education. However, information and communication technology, although taught as a subject, is not embedded in the curriculum throughout the school. Some teachers take advantage of its potential, as in art in Years 2 and 4, and minimally in mathematics in the foundation stage, using pictograms. In Year 3, pupils illustrate symmetry well. The overall picture, however, is one of under-use, especially in the area of individual research.
28. The large allocation of time for physical education places some restrictions on other subjects. Although the teachers cover these adequately, pupils have little time to pursue independent research, particularly in history and geography. The school runs four booster classes, which effectively raise the attainment of pupils in Year 6 and there is also additional support given to high attaining pupils in that year group.
29. Pupils with special educational needs have full access to the whole curriculum. At present, pupils are withdrawn from classes to receive additional literacy support and to take part in the Family Literacy Project. This takes place within the literacy hour so that pupils are not missing other lessons. Pupils with English as an additional language receive extra help and this enables them to have access to the whole curriculum.
30. The school ensures that all pupils have an equal opportunity to all learning. Good class planning includes levels of work in order to raise the standards for pupils with specific needs or in the early stages of learning English. There is good in-class support provided for these pupils. Any difference in attainment between boys and girls is due largely to the fact that boys outnumber girls in the school by over 12 per cent. A satisfactory range of extra-curricular activities enhances the curriculum. These include computer clubs, football and recorders.
31. Good plans are in hand to develop the role of co-ordinators to enrich the curriculum and to raise the standards of all the subjects taught in the school. The school is particularly strong in the provision of the aspects of personal, social and health education. A very good lesson was observed on "taking care". Pupils discussed their ideas on how to care for their own and other people's property and developed the rights and wrongs of different situations. Consideration of the use and abuse of drugs and the development of sex education begin in the nursery at an appropriate level and continues up the school. There are many opportunities for visitors to enrich the curriculum. For example, the police talked to the children on road safety – a high focus this year. Last year the focus was on healthy eating. Here the school nurse enlarged pupils' understanding on the benefits and drawbacks of different foods. These high focus areas conclude each year with a conference for parents. Pupils have good social awareness. An example of this is their own initiative in arranging a sale to raise funds following the Indian earthquake.
32. Opportunities for personal development are good overall and these maintain the level observed in the last inspection. The provision for spiritual development is satisfactory. Daily acts of worship and assemblies provide for spiritual development, although this is less pronounced than that seen in the last inspection. There are, however, good aspects as seen in one assembly where pupils learn how to value people worldwide and also their contributions to the wellbeing of all. In another assembly the characteristics of friendships were considered and pupils put forward good

ideas "... trust, sharing, respect ...". The younger pupils during a science lesson showed great excitement, awe and wonder when they saw worms, millipedes and wood lice in newly formed soil. In Year 1, there was a good development of self-esteem and valuing others as a result of good teaching in circle time. The spirit of reflection is overshadowed by the drive to raise standards; a very worthwhile aim, but this needs to be balanced by promoting a greater awareness of the world beyond the National Curriculum.

33. Provision for moral development is good, maintaining the standards seen in the last inspection. Pupils and teachers develop their class rules together. Teachers clearly emphasise the positive aspects of behaviour, such as helpfulness and courtesy. All staff are very good role models for pupils. The good relationships and a caring atmosphere encourage the pupils to act responsibly and constructively both inside and outside of lessons. Pupils are given opportunities to develop responsibility. Even young pupils act as monitors at lunch and play times and they also carry out tasks such as collecting lunch boxes and returning registers.
34. The school's provision for social development is good. It is closely linked to moral development and the sense of responsibility, fostered by the school, encourages good social interaction. A particularly noteworthy example is how pupils work harmoniously together in small and larger groups. Pupils act on their own initiative to support charities. They also benefit socially through activities outside school hours in sport and in educational day trips and residential visits.
35. Provision for cultural provision is also good. There is a strong emphasis on developing pupils' appreciation of works of art. There is a very wide study of notable artists, such as Picasso, Mondrian, Rousseau, Seurat, Jackson Pollock, Georgia O'Keefe and Van Gogh. The work in history and geography also gives pupils a good insight into the cultural and social development of the present day. This is illustrated by very good and excellent displays of classical and modern Greece and the Victorians. Modern day, urban culture is similarly well illustrated in geography by a display of the local area. Studies of past and present feature very strongly in history. Multi-ethnic artefacts are not very visible, but the resource of books in home languages is extensive.
36. The contribution of the community and partner institutions to pupils' learning is extensive. In sport there is coaching in football by a local First Division club and the nearby college sends students to support physical education teaching. The college also allows free access to its swimming pool for pupils in Years 3 to 6. Year 5 pupils are working in collaboration with the Battersea Art Centre on a design and technology project. Southfields College provides additional resources to extend pupils' learning in information and communication technology. There is a voluntary reading scheme and volunteers work with the special needs co-ordinator to support individual pupils.
37. Local businesses and shops support the school well by supplying quality goods for sale or auction to raise charitable funds. A neighbouring swimming pool company generously services the school swimming pool without charge.
38. The school also plays its full part in the community by making its premises available for after-school care for four primary schools and other community activities. The special needs co-ordinator works in the Family Literacy Project and the deputy head is working with other schools to devise a policy for gifted and talented pupils. In personal, social and health education, the school is trying to achieve health-promoting status.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school makes good provision for the health, safety and general welfare of all its pupils. This continues the good provision previously reported in 1997. Parents at their meeting, and in their responses to the questionnaire, recognised the successful provision made in this area. The school has effective Child Protection procedures in place. The headteacher is the named person responsible for this area and she works closely with the supportive local Social Services department. She, together with the Education Welfare Officer, leads staff training in Child

Protection matters for all staff regularly and there are secure procedures in place to ensure that information about children in need is shared appropriately. All adults in the school have a clear understanding of reporting procedures for problems and concerns in this area.

40. There are sound procedures for recording and monitoring pupils' personal development, linked to the very effective procedures for managing pupils' behaviour. Adults in the school know pupils well and the class portfolio system ensures continuity of care for pupils as they move up the school. Class teachers for the youngest pupils stay with them for two years, moving up with them from Nursery to Reception, ensuring that children have a known adult to support them. Personal development is enhanced by the satisfactory personal, social and health education policy that covers suitable areas across the curriculum, notably the Healthy Schools initiative and strong moral teaching in the daily assemblies.
41. Health and safety matters are managed satisfactorily; careful records are kept of fire practices, safety checks and accidents. The governing body pays due regard to the security of the school site. Lunches are of good quality, are prepared at the school and are served in the school dining room. Playtimes are noisy but pupils have a pleasant social experience and are carefully supervised.
42. Arrangements for assessing pupils' progress in English and mathematics are good and the school has a satisfactory whole school policy for assessment. Staff undertake testing and they mark checklists at the end of units of work in most subjects. However, a number of weaknesses noted in the last report have not been fully resolved. Assessment is not used to track pupils' progress year by year, nor to set individual targets for pupils in response to assessment data. However, there are well-advanced plans to put assessment information on a computer database to allow detailed analysis and target setting to take place. There is no whole school analysis of the data, from the compulsory Standardised Assessment Tasks and Tests (SATs), to discover areas where learning is weak or more successful. Across the school, most lessons have clear learning objectives which are understood by pupils, although they are not sufficiently involved in evaluating their own work and so they do not clearly understand how they need to improve.
43. The school has received funding from the Excellence in Cities initiative for a learning mentor. This initiative is not fully in place but it will offer support to pupils and their families in Years 4 and 5. Procedures for monitoring and promoting good behaviour and discipline are very good. They are underpinned by the very effective school policy. This encourages a positive approach to behaviour management with many incentives for pupils to behave well. It is well understood by all pupils and their families. All adults in school carry out the policy consistently; the school is a calm and secure place. There are very good procedures for preventing bullying and oppressive behaviour; parents report that any issues in this are dealt with swiftly and effectively. Pupils' learning benefits from the effective care and good classroom management, as they feel safe and happy in school. This enables the great majority to settle down and learn well.
44. The support for the pupils with special educational needs is good as is the provision for them. They are monitored by the special educational needs co-ordinator on the basis of individual need. There are also good links with many outside agencies thus ensuring that all pupils on the register receive the support they need. The individual educational plans all contain goals and targets, which are regularly reviewed.
45. Pupils with English as an additional language are generally well supported and they are well integrated into school life. There are some shortcomings in the assessment of their level of understanding and use of the English language. Language targets lack precision. In addition, pupils are selected for additional support annually and there are no intermediate reviews. This can lead to inappropriate provision.
46. Procedures for promoting good attendance and punctuality are in place but these are ineffective. Too many children attend irregularly or are late arriving each day. The school does not respond to absences promptly or effectively. There are no incentives for pupils to try to attend regularly

and on time, nor are carers of youngsters who have poor attendance followed up rigorously, except in the most extreme cases. The previous report noted concerns over lateness; these have not been addressed effectively. Registers are taken on time and are marked correctly; the school uses a computerised registration system.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents and carers are, overall, satisfied with the work the school does and their relationships with and access to staff. They feel confident that their children are well cared for, are treated with respect and are learning suitable attitudes and values. Parents say that their children enjoy school, that they are encouraged to do their best and that the school helps them to become mature and responsible. Parents also report that they are listened to and that worries and concerns are usually dealt with effectively. The inspection team agrees with these views.
48. Some parents are less happy with the information the school gives them about how their children are progressing and with how the school is run. They also have concerns about the range of extra-curricular activities offered and how closely the school works with carers. The school offers families a good range of consultation meetings and advice and is supportive of individuals' needs and wishes. The inspection team does not share these concerns, judging these areas to be at least satisfactory. A minority of parents through the questionnaires and the meeting expressed the views noted here for parents. They cannot be said to represent fully the views of the whole parent body. The school provides a useful prospectus, newsletters and notice boards that together provide sound information about the school's work. The prospectus and annual report to parents by governors meet statutory requirements. The Nursery prospectus provides good information to families, giving a clear picture of the play-based teaching and caring ethos. Some basic information is provided in community languages, but there is a need to increase provision in this area. Annual reports to parents meet requirements, but they lack targets for future learning, so parents are not clear about what their child needs to do to improve. Some parents criticised procedures for supporting pupils with their applications to secondary schools. The inspection team found that arrangements for pupils transferring to secondary school were effective and met the local authority's requirements.
49. Parents are interested in their children's progress and most attend the open and consultation meetings held at the school. Some parents come into school regularly to help in class, many more volunteer to accompany classes on trips and visits and they attend events and celebrations in school. The Parent Teacher Co-operative (PTC) has been revived over the last 18 months and governors have shown a strong commitment to this by appointing a teacher to co-ordinate its activities. These include social and fundraising events that are well attended. The PTC committee has not yet decided how to spend the funds raised in recent months. Many parents provide effective support to children at home by helping with homework and sharing books and activities.
50. Parents of pupils with special education needs are kept informed and some get involved in supporting their children's learning through the Family Literacy Project. They are encouraged to take part in the formal review of their children's progress. There are generally satisfactory links with the parents of pupils with English as an additional language.
51. The satisfactory involvement of parents in school life has a positive effect on pupils' learning and their positive opinion of the school encourages children to enjoy school life. The majority of carers send their children to school regularly and on time each day and they are supportive of the school's work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher, and staff with key management responsibilities, provide good leadership for the school. The headteacher has recently succeeded in building a team, which works well together and which is firmly focused on raising attainment and improving the quality of education

provided. The skills of individual members of the team are used effectively to ensure that staff are well supported and involved in new initiatives and that the school runs smoothly. The headteacher receives good support from the deputy head who was new to the school in September 2000. She brought with her valuable experience in areas where the school needs to extend its work, for example in assessment and the use of target setting. In addition, the deputy head has taken over a class where the teacher is ill and she provides a very good role model for other teachers. The school has made steady progress overall since the last inspection. Slow progress was made initially but the pace of change has increased in the last year. Given the current management team, the school now has a firm basis from which to continue to improve.

53. The school improvement plan is a comprehensive document. It has been compiled using co-ordinators' action plans and it focuses on relevant areas to bring about improvements. There are clear timescales for action to be taken with appropriate priorities set. All staff are involved in the process and they understand what is expected. The deputy head was originally non-class based. Her responsibilities included acting as the special educational needs co-ordinator and giving co-ordinators release time so that they could develop their roles in line with the recommendations of the last report. This has worked well. She effectively co-ordinates the work of special support assistants, who work with both statemented and non-statemented pupils, and this ensures that statutory requirements are met. There is a designated special needs governor, who is very knowledgeable about current issues, and she maintains a close contact with the co-ordinator through regular meetings. The management of special needs, together with the good quality support given to the selected pupils in lessons, are significant factors in the good progress made by those pupils.
54. The co-ordinator for pupils with English as an additional language provides good additional support for pupils identified by the school as needing extra support. The school follows the guidelines set down by the local authority and the support represents good use of the money made available to the school.
55. Overall, subject co-ordinators carry out their responsibilities satisfactorily. They monitor the work done in their subjects and support staff well. The English and mathematics co-ordinators have been particularly successful in developing good literacy and numeracy lessons and these are having a positive impact by raising pupils' achievement, especially in the upper part of the school. The use of the deputy head to cover for an ill colleague represents a good use of the school's resources. It gives her the opportunity to provide continuity to the Year 3 class and to set up tracking and target setting procedures, which can be shared with colleagues, prior to their introduction next year.
56. The school's aims and values are reflected in all its work. There is a clear emphasis on promoting educational inclusion and ensuring that all pupils receive a sound standard of education. Pupils are encouraged to work hard. Adults and pupils respect each other and they are polite to one another. There is a good working environment. Pupils are made aware of what is expected of them and they receive praise for their efforts. As yet, the process of target setting for individuals, giving them clear guidance about what they have to do to improve, is not yet well embedded and parents are not sufficiently involved in this process.
57. The level of staffing is good, with small classes throughout most of the school. Support staff are generally well deployed, although there are some classes which do not have additional support, for example for literacy. Support staff give pupils good, well targeted additional help, which has a significant impact on their learning. The school has appointed a Learning Mentor to work with groups of pupils within the school who are underachieving. The funding for this is coming from the 'Excellence in Cities Initiative'. Formal training is not yet available and, in the meanwhile, the mentor is working with selected pupils in Year 6, giving valuable additional support.
58. Teaching is effectively monitored and it is good overall. Teachers have worked hard to improve their own skills and subject knowledge, for example in information and communication technology.

59. The school is making slow progress towards introducing the new national performance management measures and staff do not yet have targets set for the next year. The school makes a significant contribution to training new teachers and students working for child care qualifications. Good informal support has been provided to the newly qualified teacher on the staff, but the formal aspects of her induction year, such as regular monitoring of classroom teaching, have not been rigorously carried out.
60. The school has a large carry forward figure in its budget, partly accumulated from an income of over £20,000 from lettings and partly by a very tight control of spending over the last few years. This money has not been earmarked for any major project and needs to be spent for the benefit of pupils currently in the school. The school is not making the best use of the money available to it by targeting its spending to bring about further improvements in standards.
61. The governing body has a newly appointed chair and it fulfils its statutory duties satisfactorily. It has a system of committees and governors are kept appropriately informed by the headteacher. They are aware of the school's development plan and areas for improvement. However, most are very dependent on the information they are given and they do not play an adequate role in forward planning and ensuring that money in the budget is used to bring about improvements for current pupils.
62. Resources in the school are generally satisfactory, although there are areas that would benefit from increased spending. For example, there is a need for more computers and appropriate software in classes, a review of resources in science to match the demands of the new curriculum and renewed equipment in the nursery to replace the well-used items. The accommodation is spacious and includes a teaching swimming pool, which is a positive asset as it enables young children to develop swimming skills early. However, some of the accommodation is not in a good decorative state, such as the lower toilets and the upper corridor.
63. The school is beginning to apply the principle of best value, for example when it compares its results with those from similar schools, but this area of its work is not yet well developed. The school manages its finances carefully and the points for action, identified in the last auditor's report, have been rectified. It carefully compares estimates for goods and services before making a commitment to ensure that it obtains good value for money.
64. The school made a comparatively slow start in addressing the issues for action identified in the last inspection. Staff now work together as a team and the headteacher is well supported by the deputy head. The quality of teaching has improved and it is good. It results in pupils making good gains in learning. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards further the headteacher, governors and staff should:
- i. Raise the number of pupils attaining above the level expected at the end of Year 6, especially in science by:
 - giving pupils more opportunities for investigative work in science;
 - introducing individual targets for pupils based on assessments of what they need to do to improve;
 - giving pupils more opportunities for independent research.
(paragraphs 3, 4, 12, 17, 26, 28, 42, 92, 107, 108, 109, 114, 131, 137)
 - ii. Raise the attainment of pupils in Year 6 in information and communication technology by:
 - rigorously monitoring the quality of teaching and learning;
 - providing more opportunities for pupils to use their skills across the curriculum.
(paragraphs 7, 21, 27, 68, 99, 107, 114, 131, 137, 138, 139, 140)

- iii. Ensure that governors are more involved in the school's forward planning and ensuring that money allocated to the school is used for the benefit of pupils currently in the school. (paragraphs 60, 61)
- iv. Improve attendance and punctuality by:
 - closely monitoring pupils' attendance and punctuality and making parents more aware of the need for regular punctual attendance;
 - ensuring that parents and carers are contacted quickly if their children are late or absent;
 - introducing incentives in school to reward pupils for regular and punctual attendance. (paragraphs 14, 46)

In addition to the key issues, the school should reconsider the arrangements for assessing the needs of pupils with English as an additional language and allocating additional support for them (paragraphs 23, 45, 70, 71, 92).

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

66. Fifty seven (28 per cent) pupils in the school speak English as their second or additional language. Of these 22 (11 per cent) are at an early stage of language acquisition. During the week of the inspection, the Year R, 1 and 2 classes received specialist teacher support for two or three sessions. Similar support was also provided for Year 5, which has a larger number of early stage learners than other classes in the upper part of the school.
67. Pupils at the early stages of learning English as an additional language make very good progress. Pupils who are more confident users of English generally make good progress, particularly when they have access to individual help for specific difficulties in understanding or vocabulary.
68. Teaching and support from the specialist teacher is good. In addition, the school has appointed support staff (including bilingual speakers) who contribute well to the learning of pupils for whom English is an additional language. Individual pupils are targeted for support, which is provided in lessons on an individual or group basis. This is effective and contributes well to the inclusion of all pupils in the curriculum overall. Collaboration with class teachers is good. The most effective teaching combines reinforcement of confidence, broadening the understanding of the context of language use, as well as developing specific vocabulary and other language skills. For example, when supporting Year 5 pupils in learning about the rotation of the earth, the vocabulary of key concepts was displayed on flash cards for continual reinforcement as pupils' understanding was developed through simple supportive questioning. Support for language development is also effective when there is a member of the support staff working alongside the class teacher. Resources for language learning are satisfactory, but there is insufficient provision of software to enable pupils to practise their speaking and listening, reading and writing with suitable models.
69. There are home language texts in the school library and classrooms, some of which have been made by the school in its work with parents. There is scope for these to be increased so as to enhance the opportunities for pupils to learn about how language works from their own first language.
70. Teachers' assessment of pupils' work and progress is comparatively weak. Within lessons, language targets for individual pupils are generally imprecise. This results in the evident improvements being slower for some pupils than they might be. For example, a Year 6 pupil understood that the regular form of the past tense of verbs has a final -ed, but was also aware (less confidently) that some verbs take an irregular form, such as bend/bent. This kind of

uncertainty, arising from unfamiliarity with the language, requires systematic attention at an individual level. The professional development of class teachers should be continued, building on the effective training recently provided, to include assessment and target setting.

71. Across the school, individual pupils are selected at the beginning of the school year for additional support, depending on their stage of language acquisition and recent development. Their progress is formally reviewed at the end of the year. This procedure follows the local authority's guidelines but it is not flexible enough to always meet the needs of pupils in the school. It creates difficulties in supporting new arrivals with no knowledge of English. It also continues support for pupils when they no longer require it. This is particularly true in Years 1 and 2 where progress is often very rapid. During the inspection there was evidence that specialist support could have been better deployed, particularly in Years 3 to 6. The basis for the selection of pupils for support should be reviewed to include those older pupils at later stages of language acquisition.
72. Home visits are made prior to children starting in the nursery. These are effective in starting good relationships with parents. This arrangement is not currently used for new entrants in other parts of the school. Contact is made through visits to the school and this can be daunting for some parents whose own understanding of English is often limited.
73. The specific grant to support English as an additional language is properly used in funding a teacher on a part-time basis. The planned priorities of the school for teaching English as an additional language are appropriate and have been addressed. However, because of the enforced decision to re-deploy the specialist teacher to class teaching, the targets for the spring term have not been given attention.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	41	31	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)	22	181
Number of full-time pupils known to be eligible for free school meals	9	72

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	0	44

English as an additional language

	No of pupils
Number of pupils with English as an additional language	57

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

1999/2000	%
School data	7.7
National comparative data	5.2

Unauthorised absence

	%
School data	1.0
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	7	13	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	10	12	13
	Total	14	18	20
Percentage of pupils at NC level 2 or above	School	70 (67)	90 (80)	100 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	12	12	11
	Total	17	19	17
Percentage of pupils at NC level 2 or above	School	85 (80)	95 (80)	85 (63)
	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	14	8	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	*	*	*
	Total	15	14	17
Percentage of pupils at NC level 4 or above	School	68 (56)	64 (63)	77 (56)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	11
	Girls	*	*	*
	Total	13	15	17
Percentage of pupils at NC level 4 or above	School	59 (59)	68 (67)	77 (67)
	National	70 (68)	72 (69)	79 (75)

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

* Figures omitted as 10 or less pupils.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	4
Black – other	1
Indian	6
Pakistani	25
Bangladeshi	1
Chinese	0
White	92
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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)	12.1
Number of pupils per qualified teacher	17
Average class size	21.9

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	127

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	2
Total aggregate hours worked per week	55

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	543,322
Total expenditure	535,964
Expenditure per pupil	2,426
Balance brought forward from previous year	35,499
Balance carried forward to next year	42,857

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	6	0	0
My child is making good progress in school.	46	40	6	4	4
Behaviour in the school is good.	29	56	6	6	4
My child gets the right amount of work to do at home.	42	31	6	4	10
The teaching is good.	58	33	4	4	2
I am kept well informed about how my child is getting on.	40	38	8	10	4
I would feel comfortable about approaching the school with questions or a problem.	60	29	6	0	2
The school expects my child to work hard and achieve his or her best.	56	25	6	2	8
The school works closely with parents.	46	35	15	2	2
The school is well led and managed.	48	33	8	8	2
The school is helping my child become mature and responsible.	50	42	4	0	4
The school provides an interesting range of activities outside lessons.	29	35	17	4	15

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

74. Children get a sound start to their education in the nursery and this is maintained when they enter the reception class. The standard of provision has been maintained since the last inspection. Most children initially attend the nursery part-time, starting soon after their third birthday. The low numbers mean that they are given an early opportunity to become full-time. Most children attend the nursery before moving into a reception class at the start of the academic year in which they are five, although not all transfer within the school as some go to other schools in the area. Children enter the nursery from a very wide variety of backgrounds and, as a result, their skills are also very varied. Many have poorly developed skills in speaking and listening, with limited knowledge of numbers. Overall, their attainment is below that normally found.
75. The sound curriculum, in both the nursery and the reception class, gives children a suitable range of relevant experiences. This, together with the generally satisfactory teaching, has a positive impact on their learning. Staff get to know the children well and ensure that the focused activities are matched to their individual learning needs. Clear assessment records are kept which allow staff to track children's progress. This is especially significant in ensuring early recognition and steady progress for children with special educational needs. Children with English as an additional language are well supported and they also make good progress. By the time they are ready to start in Year 1, most children are likely to reach the standards expected, the early learning goals, in physical and creative development, knowledge and understanding of the world and personal, social and emotional development. About a quarter will not reach the standards expected in the areas of communication, language and literacy and mathematics.

Personal, social and emotional development

76. Several children have very immature skills in personal and social development when they enter the nursery. This is still noticeable in the reception class where three or four children find it difficult to co-operate with others on occasions and they demand a lot of adult attention. By the time they transfer to Year 1, most children are likely to achieve the early learning goals in this area. This shows sound and often good gains in learning as a result of consistent, patient teaching. The school places appropriate emphasis on developing positive relationships with parents before their children start school through home visits. This partnership approach continues into the reception class. Teachers, the nursery nurse and primary helpers encourage children to become confident and independent. Good use is made of praise. Children are given many opportunities to play and work together. For example, children in the reception class were observed playing together on the pretend plane acting out various procedures, such as fastening seat belts, reading safety instructions and having refreshments. In the nursery, children worked alongside each other in the 'garage' repairing a car. Appropriate adult support is given when needed to encourage them to share and take turns and this is generally successful. For example, when children use the large wheeled toys, they take turns at giving each other rides. Staff have a very consistent approach to encouraging good behaviour and they are very good role models. Children know what is expected and, as a result, they feel secure and most respond well. They learn to respect each other's views and feelings.
77. The classrooms are bright, airy and well organised. Equipment is stored well to enable children to become independent and to get what they need, as well as to replace it after use. There is an appropriate balance between activities that are selected by staff and those that children choose for themselves. When given the opportunity, most children confidently select what they are going to do and they concentrate for acceptable periods of time without adult intervention.

78. Good use is made of lunchtime in the nursery to develop children's social skills. Staff sit and eat their lunch with the children. There is a calm atmosphere. Staff insist on good table manners, as well as chatting to the children and building up very secure personal relationships with them. In the reception class, good opportunities are provided to enable children to take turns to express their ideas about their favourite things or to talk about who had been kind to them. On some occasions, the class teacher's control is unsatisfactory and children do not get as much from this activity as they could.

Communication, language and literacy

79. Teaching is sound in both the nursery and the reception class and children make steady progress. However, some children are starting from a low baseline and about a quarter are unlikely to reach the standards expected by the time they enter Year 1. Many children start with a limited vocabulary and only express themselves in short phrases.
80. Activities are planned which encourage children to give verbal responses to questions and also to extend their vocabularies, for example, when they are working in the garage repair shop in the nursery. Adults model good speech patterns and they listen carefully to what children say. The nursery nurse interacts well with the children, for example by asking what was wrong with the car, when it would be ready and when an appointment could be made for another repair. Children join in this activity enthusiastically and continue with it when there is no adult present. Story times are also used effectively to encourage children to talk about the pictures in books and events in the stories. On occasions in the nursery, there is insufficient adult interaction with children and opportunities for extending speaking skills and children's interest in books are missed. For example, in the session when children choose their own books to look at, staff did not talk to them sufficiently about the book they had selected.
81. In the reception class, elements of the National Literacy Strategy are used appropriately. Children are learning letter sounds and they are beginning to identify items that begin with the selected letter. The group of four or five higher attaining children confidently 'have a go' at writing and a few use their knowledge of letter sounds to spell individual words when writing about what they have been doing. They are beginning to read simple words by blending together letter sounds and to recognise some words by sight. Children have the opportunity to undertake writing activities in a small group with adult support and this effectively helps to extend each individual child's skills. Most children write their names from memory, using recognisable letters.

Mathematical development

82. Children's mathematical abilities are very varied when they start in the nursery. Although they make steady gains in learning, as a result of sound teaching, about a quarter are unlikely to reach the levels expected by the time they transfer to Year 1. In the nursery, sound use is made of opportunities in a wide variety of activities to consolidate and extend mathematical skills. For example, children use a variety of shapes to make a picture. They name the shapes they use and count how many of each type there are in their picture. The classroom is used effectively to display numbers and to give sorting and counting opportunities.
83. In the reception class, children are familiar with the term 'add' and they are becoming familiar with the concept of one more. There is a very wide spread of ability. Some confidently know that five and five make ten and they know that if you take one away from six you get five. A few are still having difficulty counting to five, whilst others are working on combining two numbers to make five. A strength in the teaching is the way staff know individual children's needs. Staff use this knowledge well when working with small groups to make sure that the work is at an appropriate level for each child.

Knowledge and understanding of the world

84. Children's knowledge varies considerably when they start in the nursery. The sound curriculum and satisfactory teaching offer them an appropriate range of experiences to extend their knowledge of the world around them. For example, children visit a park by travelling on a tube and train. In the reception class, good use was made of the activity when children were making icing for their biscuits to encourage them to talk about the ingredients and the changes taking place as they were mixed together. An area of the classroom has been converted into a 'plane' and it is well resourced to give children a good indication of some activities associated with a trip in a plane. A good range of materials is provided for collage work so that children have the experience of handling a variety of textures.
85. Computers in both classrooms are old and they have a limited range of programmes, which restricts the use that can be made of them. However, most children learn to operate them competently using the mouse. In the reception class the teacher used her good subject knowledge well to introduce children to the use of a programmable floor robot. By the end of the session, several children had successfully programmed the robot to move forward and backwards to reach specific points on the carpet tiles. A few children found it difficult to wait for their turn and staff managed them well so that the activity was not disrupted.
86. Children show sound skills when they use a variety of recyclable materials to make their own robots. They confidently select what they are going to use. They use scissors safely and glue and tape to join pieces together. They maintain concentration well, even when they find the task difficult and there is no adult to help them.

Physical development

87. There is a good outside play area attached to the nursery which gives an appropriate amount of challenge to enable all children to gain confidence and extend their skills, for example, in running, jumping, climbing and balancing. Children also develop skills by using the wheeled toys, which they propel in a variety of ways. The reception class has a smaller outside area, which is used in good weather, and the use of a large hall area outside the classroom, so there is plenty of space. The teacher also effectively uses the apparatus in the middle hall for developing specific skills, such as climbing over, under and along a variety of apparatus. Children develop a sound awareness of space and of the movement of others around them.
88. There are marked differences in children's finer physical skills, for example painting, threading beads and using construction equipment to make models, as well as by using scissors for cutting out. However, there is sound concentration on providing relevant activities, especially in the nursery, and children improve their skills steadily. In the reception class, children are given more opportunities to develop their hand control using a pencil to write legible letters and numbers. By the time they enter Year 1, almost all children are likely to reach the early learning goals in this area.

Creative development

89. A satisfactory range of planned activities and well-focused adult support, and encouragement in both classes, mean that children make satisfactory gains in learning and most reach the standards expected. Children use an interesting range of materials to make collages for display on the walls. They confidently use paint to make pictures to illustrate their ideas and they show increasing skills. Children enjoy singing a range of songs, as in reception when they sang 'Train is a coming' and remembered the rhythm and tune well. Good examples were seen of adults joining in role-play activities, for example the garage in the nursery and the plane in reception to extend children's imaginations. Staff help children develop their own ideas well and they also expand the experience by their own input, extending the language used and adding further elements.

ENGLISH

90. In the 2000 national tests, the proportion of seven year olds achieving Level 2, the standard expected, was well below the national average in reading, but above the national average in writing. The proportion of pupils achieving the higher level, Level 3, is close to the national average in reading but below in writing. When compared with similar schools, Riversdale is close to the average in reading and above the average in writing. Inspection evidence indicates that both boys and girls make satisfactory progress through Years 1 and 2 with speaking and listening, but their reading skills are below national expectations. Their progress in writing skills is greater.
91. In the 2000 national tests for eleven year olds, the proportion of boys and girls achieving Level 4, the standard expected, was close to the national average for all primary schools. When compared with similar schools, their performance was above average. This is an improvement on the previous year. Inspection evidence reflects these results.
92. The provision for pupils with special educational needs is good. Most pupils make good progress and achieve standards that are in line with their capabilities. Those pupils for whom English is an additional language and who receive additional support make good progress. The practice of selecting pupils for additional help once a year does lead to some pupils not getting the help they need. In addition, the assessment of pupils' level of English language competence is not detailed enough to give precise targets for improvement. The school is aware of the need to improve provision for higher attaining pupils and to ensure that these pupils' potential is realised. Appropriate strategies are being introduced. In the 2000 tests, the number of pupils achieving the higher level 5 was in line with the national average, indicating that the good quality teaching is beginning to have a positive impact on attainment, but there is room for further improvement.
93. Speaking and listening skills are in line with national expectations in Years 1 to 4. However in Years 5 and 6 they are above this, with pupils talking and listening with assurance in a wide range of contexts. As pupils progress through the school, they gain confidence and most become fluent and articulate. Pupils receive many opportunities to speak during the plenary sessions when they get the chance to talk about what they have learnt in the lesson. Good opportunities occur also in other subjects, such as religious education, where there are chances for debate and discussion.
94. Inspection evidence shows that attainment in reading is below national expectations in Year 2. However, pupils in Years 5 and 6 are attaining above and, in some individual cases, well above the level expected. Lower attaining pupils in the school benefit from additional literacy support and the Family Literacy Project. Year 1 pupils enjoy reading and they develop effective strategies to facilitate their reading, although the use of phonics is underdeveloped. Pupils read from books appropriate to their ability and they talk enthusiastically about what they have read. In Years 3 to 6, pupils widen their range of reading and are able to discuss favourite books and authors. A Year 6 pupil talked avidly about Jane Austen's "Mansfield Park" and compared it with "Jane Eyre". By age eleven, pupils are secure in finding information in reference books and are equally at home reading non-fiction and fiction. Many are members of public libraries. However, pupils do not use the school library sufficiently for independent learning and research.
95. Pupils' attainment in writing at the end of Year 2 is above the national average for pupils reaching the expected level, Level 2, but few achieve the higher level, Level 3. By the age of seven, pupils are writing short stories and show some imaginative ideas, as for example when telling what happens next in "The Frog Prince". In their writing, although showing some knowledge of capital letters and basic punctuation, presentation is often untidy. Much of their spelling is inaccurate, although it is often phonetically correct. When faced with written instructions, pupils are able to sequence correctly. Pupils make steady gains in learning as they move through the school as the result of well planned work and good teaching.
96. Attainment in writing in Year 6 is in line with national expectations. The foundations secured in Years 1 and 2 are built upon in Year 3 where pupils are beginning to draft and edit their writing, as was seen in their writing a sequel to "The Paper Bag Princess". By Year 4, pupils are

choosing words adventurously and for effect and they are beginning to paint pictures with words as in "The Haunted Castle". Pupils begin to write in a variety of genres including instructional, informational, reporting, letter writing, poetry and story writing. By the time pupils are in Year 5, these skills have developed further. Pupils are skimming and scanning when searching for information. Play scripts are enjoyed and interesting work was done on "A Midsummer Night's Dream". Year 6 pupils write in greater depth and the higher attainers are beginning to use simple and complex sentences in their paragraphs. Words are used much more imaginatively, as in a report from a Russian gunner in the Crimean War, which linked very closely with their work in history. Punctuation is employed accurately and many pupils are confident in their use of commas, apostrophes and inverted commas. Handwriting throughout the school is satisfactory overall, although in a few classes there is insufficient emphasis on presentation.

97. The quality of teaching and learning is good. Most of the lessons observed were good or very good and no unsatisfactory lessons were seen. Strengths of the teaching in most lessons include well-structured and well-organised lessons and good control and management of pupils. This ensures that there is a positive learning environment and a brisk pace to lessons. Clear objectives are shared with pupils and very good relationships exist between teachers and non-teaching staff and pupils. Teachers show good knowledge and understanding of the subject and identify the needs of the pupils. A very good example of this was seen in a Year 1 lesson on story structure, which began by talking about different fairy tales. The teacher used well-focused, challenging questions to involve all the class and to clarify what pupils knew and understood. The plenary sessions, which provide an opportunity for assessment at the end of the lessons, are productive and affirm learning. In Year 3, a very good session on the use of dictionaries was concluded by a group of pupils sharing the game of 'Call My Bluff' they had been playing. Teachers have successfully implemented the National Literacy Strategy and this has a positive impact upon the quality of teaching and learning. In some other lessons, for example in history, teachers provide good opportunities for pupils to develop their literacy skills.
98. Pupils have good attitudes to their work. They behave well, are keen to learn and mostly settle quickly to their activities. They sustain concentration in their work. When pupils have the opportunity to work in groups or pairs, they collaborate well, offering another dimension and stimulus to develop pupils' independence. Learning support assistants and parent helpers give valuable support to pupils and, as a result, all pupils make good progress with their learning.
99. The policy and schemes of work in English help teachers to provide a good range of worthwhile learning opportunities to help develop skills in literacy. Homework is used well to reinforce and extend what pupils have learnt in lessons. Insufficient use is made of information and communication technology, especially for drafting and re-drafting work. More opportunities are being provided for extended writing across the school. Assessment procedures are good and they enable teachers to keep useful records, which greatly assist them in their lesson planning. Some teachers' marking needs to be more consistent. It is often cursory and lacking in helpful comments to indicate to pupils what they have done well and what they need to do to improve.
100. The quality of the leadership and management of the subject is good. The co-ordinator is knowledgeable and enthusiastic. She is aware of where there are weaknesses. There is an adequate range of resources to support teaching but the library, although stocked with a wide collection of books including some dual language books, is not well used by pupils for research. The subject has improved since the previous inspection and fully meets statutory requirements. The quality of teaching has improved significantly. There are now good assessment procedures and the role of the co-ordinator has been extended.

MATHEMATICS

101. The school received an award from the Local Education Authority, as 100 per cent of the seven year olds taking the test in 2000 gained the national benchmark, Level 2. However the results were average when compared to those obtained by all schools nationally. This was because of the comparatively lower percentages of pupils achieving high marks within Level 2 and the higher level, Level 3. When compared to the results obtained by similar schools, they were above

average. Standards for eleven year olds were below average compared to all schools in the 2000 national tests, but average compared to similar schools nationally.

102. Standards obtained at age 11, in national tests, have risen overall since 1997, with a slight dip in 2000. The percentage of pupils reaching higher standards at Level 5 was below national figures for primary schools and the school is taking appropriate action to boost the performance of higher attaining pupils. During the inspection, standards at the end of Years 2 and 6 were judged to be in line with national expectations.
103. In Years 1 and 2, teachers use assessment of pupils' work well to guide their planning for future lessons. Teachers persist in a topic until the pupils show that they have progressed satisfactorily in their understanding. This was observed particularly in a Year 1 lesson where the teacher focused on the lower attainers in building the number bonds to 6, 7 and 8. As all pupils had difficulties, the class teacher decided to return to the topic at a later date to reinforce learning. The coverage of the curriculum is good and the oldest pupils in Year 2 show a good knowledge of number and both 2- and 3-dimensional shapes. They can explain symmetry well and, when using a mirror, they speak of a "mirror line".
104. By the end of Year 6, pupils show great confidence in their work and were observed calculating in the 2, 5 and 10 times tables before starting on their new tasks. The good class teaching ensured that all incorrect work was worked through to improve the pupils' level of understanding. This proved to be most effective and the pupils were very meticulous about doing it. Year 6 pupils have been working extensively on problem solving and the high expectations of the teacher ensure that higher attaining pupils are appropriately challenged. Problem solving is a high priority and standards are improving, as pupils are taught well to reflect on the mathematical operations they need to arrive at the correct answer. Year 5 pupils carefully tackled the deceptively easy task of understanding the process of inverse operations working a calculation backwards to check on an answer. As the concept is relatively simple, pupils looked for difficulties but came to terms with it well, through painstaking and very clear teaching. In mental mathematics, pupils in Year 4 shone in the quick fire task of finding complements of 100 and number bonds to 20. They were also beginning to select operations with success for problems and responding well to the class teacher's high expectations. A middle-attaining pupil in Year 3 showed how well he and his peers had understood the principles of partition due to very good teaching when he stated, "If you split the numbers up you still get the same answer." These exemplars of pupils' work indicate that standards expected by the school are high. Teachers are aiming at ever-higher levels to ensure that pupils benefit greatly from their learning.
105. The quality of teaching and learning in Years 1 and 2 is good, and in Years 3, 4, 5 and 6 it is very good. This is a marked improvement since the last inspection when half the teaching was only satisfactory and some in the upper part of the school was unsatisfactory. Now, throughout the school, teachers' expert knowledge and understanding of the subject leads pupils to satisfactory comprehension of the various concepts presented. The pupils' response to the teaching shows a very positive commitment to learning. Their good behaviour and highly focused attitude enhance their progress in all tasks presented to them. Relationships are very good and these give pupils great confidence in approaching their teachers with any difficulties in learning. In Year 3, the very lively teaching, especially in the mental mathematics session, kept pupils well focused and alert and they were very keen to answer the questions. In their planning teachers have clear objectives. They relay these to their pupils who then have a clear focus on their learning. This results in good levels of achievement. Teachers set tasks that vary according to the needs of individual pupils and these always relate well to the objectives in view. A clear example of this was seen in Year 5 where pupils were working on inverse actions. All pupils developed a clear understanding of how this process could be used for checking answers to questions, although some were working with decimals, some with three digit numbers and some with two digit numbers. Pupils with special education needs and those for whom English is an additional language progress well alongside all their peers as a result of additional support and work that is well matched to their individual needs.
106. The management of the subject is good. A new policy is being devised to relate to the National Numeracy Strategy and good practical developments are taking place. The co-ordinator and the

deputy head work together and have a clear vision of what needs to be done to raise standards in mathematics. More importantly, they take action to see that their decisions are put into practice. The clear focus on investigations is having a good effect. This is exemplified in large displays of a wide range of investigations.

107. In-service training is good. It is targeting teaching methods to relate to and to improve standards in each area of the subject. Monitoring of teaching by the co-ordinator has not yet taken place this year due to staff shortages, but planning is carefully looked at. Pupils' work has been viewed informally. The deputy headteacher has given demonstration classes and works alongside other teachers in the school. This high commitment to give pupils the best opportunities is backed up by good assessment processes. From these, teachers can determine what each pupil understands in the different areas. Individual target setting for the benefit of all pupils, especially high attainers, does not yet take place. Assessment informs future planning and this leads to progress and continuity throughout the subject. Resources are good and improving. Insufficient use is made of information technology to extend and consolidate pupils' skills.

SCIENCE

108. Inspection evidence shows that the majority of pupils in Year 6 and Year 2 are reaching the standards expected, although few pupils are attaining above this level. In 2000, standards at the end of Year 6 were well below the national average for all primary schools and below the average for similar schools. The most significant reason for the low results was the small percentage of pupils achieving above the level expected. Teacher assessments of seven year olds in 2000 showed a high percentage of pupils achieving the higher level. These pupils are currently in Year 3 and, although most are achieving the standards expected, few are exceeding them. No significant difference was noticed in the attainment of boys and girls during the inspection, although in some classes there are significant differences in the number of each. The numbers in each year group are also small, so that the results of a few pupils can have a significant impact on the overall percentages.
109. Standards of attainment are similar to those reported in the last inspection. The results obtained in National Curriculum tests at the end of Year 6 have risen steadily since 1997, although they have remained below the national average for primary school because of the absence of a significant number of pupils attaining above the level expected. The scrutiny of work completed during the year shows a steady gain in pupils' knowledge. There are only a few written examples of pupils conducting their own experiments and recording the results. Pupils have insufficient opportunities to develop investigative skills.
110. By age seven, pupils have developed a sound base of scientific knowledge as a result of teachers' secure subject knowledge, which they clearly convey to pupils. In Year 1, good use is made of displays, which allow pupils to investigate for themselves. For example, they find out which items are magnetic and which are not. Pupils show satisfactory understanding of the properties of a variety of materials and whether they are natural or man-made. They know what plants need to grow and they recognise the differences between living and non-living things. Pupils correctly label the parts of a flowering plant. In Year 2, insufficient attention is paid to developing pupils' investigative and recording skills. There is very little written evidence of experimental work and there is insufficient emphasis on neat, clear presentation. Most pupils are expected to complete similar work and, as a result, not all the lower attaining pupils finish their tasks. Moreover, there is a lack of additional challenge for more able pupils.
111. By age 11, pupils have a secure knowledge of appropriate scientific facts. They gradually extend their ability to record their investigative work, although they do not complete sufficient work of this type and this limits the progress made of the higher attaining pupils. Most of the work seen was similar for all pupils, with little extended work for the higher attaining pupils. Teachers begin by providing worksheets, which guide pupils through the process of making predictions, setting out what they are going to do and the results obtained. Later, pupils follow the same format independently. Pupils develop a sound understanding of how to carry out a fair

test. This was seen in Year 3 where pupils investigated how water moved up a plant's stem. They also experimented to see if plants needed leaves to grow. Pupils learn to make accurate observations or measurements and they draw conclusions from their results. The way they record their findings, such as in tables, written investigations or graphs, is satisfactory. For example, Year 4 pupils investigated which materials made good thermal insulators.

112. Pupils' learning, and their rate of progress in lessons, are closely related to the quality of science teaching, which ranged from satisfactory to very good, with most lessons being good. Pupils with special educational needs make satisfactory progress in lessons. Pupils for whom English is an additional language make steady gains in knowledge. Their progress is improved when additional support is available in class to simplify the language used and to ensure understanding. This was noticed in Year 5, when pupils were learning about the rotation of the earth and the way its positioning in relation to the sun gives day and night around the world. Good use was made of cards showing new words to reinforce learning.
113. The quality of teaching is good overall and it has a positive impact on pupils' learning in lessons. This is an improvement since the last inspection. Teachers have secure knowledge and understanding of their subject and the explanations given are accurate and clear. They introduce pupils to appropriate scientific vocabulary and reinforce it throughout lessons. In the best lessons, teachers have clear learning objectives and new learning is reinforced at the end of the session. Good use is made of questions to encourage pupils to explain their ideas and to clarify their thoughts. These features were well illustrated in a good Year 6 lesson on the functions of different parts of the eye and how we see items. The work was well supported by a clearly labelled diagram magnified on the overhead projector. At the end of the session pupils were asked to draw lines to illustrate how light travelled from the sun and enabled a figure to see a ball. Some pupils initially experienced difficulties with this and the teacher used questions very effectively to help them clarify their ideas and show them on the picture. Teachers manage pupils well and have good relationships with them. This was clearly illustrated in Year 3 where pupils were guided to devise their own experiment to show that water moves up a plant's stem. Pupils' behaviour is good. They have a good level of interest in their work and they sustain concentration well. This positively contributes to their learning. There is insufficient emphasis placed on presentation in some classes.
114. The school now uses the Qualifications and Curriculum Authority's (QCA) scheme of work, which provides a satisfactory curriculum and ensures that new work builds on previous learning. This is an improvement since the last inspection. However, there is insufficient emphasis on developing pupils' investigative skills, especially for the higher attainers. Resources are generally adequate, but they need to be revised so that they are better matched to the demands of the new scheme of work. Teachers mark books regularly, but the comments are often only encouraging and do not identify with sufficient clarity what pupils have to do to improve. Teachers make sound links with pupils' learning in literacy and numeracy. For example, they provide opportunities for pupils to write for a range of purposes and to use measuring skills. Some use is made of graphs to show results. Insufficient use is made of information and communication technology, both as a research tool and as a way of displaying results, for example by using graphs. Tests are used at the end of each topic to assess pupils' understanding. However, there is no analysis of how pupils achieve in these, or in the National Curriculum tests at the end of Year 6, to inform how the topics are to be taught in the future or how to improve pupils' learning.
115. The co-ordinator has been ill for some time and no one has been nominated to take over the co-ordination of the subject. Relevant items for the subject's development were identified in the school's improvement plan, such as training to improve the teaching of investigations and the purchase of additional resources, but most have not been completed.

ART AND DESIGN

116. Provision for art is satisfactory, although there is not a full range of opportunities as clay-work is not available. Standards are satisfactory for all pupils, with many good features, and this

matched the findings of the previous inspection. Only 3 lessons were observed during this inspection. Consequently, judgements are also based also on displays of work seen throughout the school.

117. The quality of the work overall shows good commitment and interest from the pupils. Much of the work displayed was 2-dimensional. Teaching promotes good habits and techniques in painting through the strong emphasis on the works of renowned artists.
118. In Years 1 and 2, pupils were closely observing plants and making detailed drawings either of the whole plant or one leaf. For the latter pupils used magnifiers. The good results of this work were due to the teacher's lively encouragement. After seeking out the tiny veins, which criss-crossed the leaves, several pupils produced complex and interesting drawings. More flamboyant drawings depicted a particularly healthy spider plant quite dramatically. The success of the lesson was due in no small measure to the interest and commitment of the young pupils. In Year 3, the teaching of developing a simple shape into an extended pattern was very good. The teacher allowed pupils to design and cut their own stencils, which they ensured were simple enough to be printed satisfactorily. The development and final outcome of many pieces of work showed much imagination and flair. The addition of further colours enhanced the overall effect. The highly organised resources ensured that the results were neat and clean.
119. Year 4 pupils were designing a chair. From what appeared to be a rather dry topic to consider, the lesson developed into a lively and productive session. Teaching stimulated pupils' imagination and their response resulted in a wide range of different choices of chair, most of which were feasible to make. Teaching of this quality seen in both key stages ensures a satisfactory or better quality of work. It raises pupils' confidence and self-esteem. These in turn encourage pupils to tackle art with verve and commitment and a knowledge that they "can do".
120. All the work on display in the lower hall shows perception, reflecting the work of the guiding artist and all displays are worthy of note. They indicate that the subject makes a good contribution to the development of pupils' spiritual and cultural awareness. Lovely blues were created following Picasso's "blue period". The most outstanding display was of the African masks produced by Year 5. They showed great care and attention to detail. Year 2 pupils' presentation in collage of a giant and Mondrian-style painting with overlaying rectangles was of high quality. There was little artwork on display in the classrooms, although pupils' skills were evident in displays related to other subjects. In Years 4 and 2 there were good displays of computer-generated art. Year 4 pupils worked on pointillism based on the work of Seurat, which lent itself to computer use. Year 2 pupils produced individual quality work based on Mondrian.
121. The co-ordinator is absent due to long-term illness and the production of an updated policy is in abeyance. However, the school follows the new subject guidance, the scheme of work is satisfactory and an appropriate amount of work is covered.

DESIGN AND TECHNOLOGY

122. Provision for design and technology is sound. Standards attained by all pupils in Years 2 and 6 are satisfactory. This shows a good improvement since the last inspection, which is supported by a good, clear policy and a scheme of work. The scheme ensures that there are steady gains in knowledge and skills throughout the school.
123. Only one lesson was observed during the inspection where the teaching showed clear objectives so that Year 2 pupils were able to begin making wheeled vehicles following their own somewhat imaginative designs. The teaching demonstrated clear, simple techniques to achieve a basic chassis structure satisfactorily.
124. Learning is satisfactory overall. All strands of the subject are covered well and include work with textiles, structures, mechanisms, powered models and food technology. The electrical powered

models produced by Year 6 pupils reflect a cross-curricular link with science. There is no evidence of links to other subjects.

125. A series of photographs gave a good indication of the breadth of coverage and the standards achieved. Pupils in Year 2 produced colourful and good fitting finger puppets. Teaching evidently gives good direction and Year 6 pupils made satisfactory, functioning models of fair-rides. Although lacking tools to make more finished artefacts, pupils' enthusiasm and ingenuity produced pleasing results. The photographs also indicate care and concentration by pupils in Year 3 as they perfect their pizzas. A visiting architect introduced Year 5 pupils to environmental design and they worked very well in devising and planning a school playground.
126. The management of the subject has been successful in moving it forward to acceptable standards. This is due to the co-ordinator's enthusiastic and productive commitment to her role. Resources are now good with a very good supply of new tools on flashboards. The co-ordinator is completing stock requirements as they arise during the year.

GEOGRAPHY

127. Provision for geography is satisfactory. Only one lesson was observed during the inspection and judgement on standards, teaching and learning are based on the scrutiny of pupils' work, teachers' planning and discussions with the co-ordinator.
128. Standards across the school are satisfactory for all pupils and they have been maintained since the last inspection. The organisation of the subject has improved since the last inspection with the development of a good policy and an appropriate scheme of work.
129. In Year 1, pupils develop a good understanding of their local area. Pupils are taken out on walks and recognise familiar landmarks and places of interest to them. In subsequent discussions about the photographs taken during the trip to record their experiences, pupils comment with great interest on their relationship with different places, such as the video shop or churches.
130. In Years 3 to 6, pupils learn to think and ask question about different environments. In the earlier years, pupils make good comparisons of the physical development of the local area and its effect on the community. In the lesson seen, the confidence of the teacher in pupils' attitudes allowed them to develop their ideas in good group discussions. Pupils drew good conclusions and raised questions as to why standards of development vary so much between a village in India and life in everyday Britain. In the upper part of the school, there is some good extensive work on the use of water in different situations. These included the input and drainage system of the school, irrigation and good diaries describing the use of water around the home. There was also good creative writing on the use of water where children live in different parts of the world. These showed how well pupils empathise with other children in less fortunate situations.
131. The management of the subject is secure and the co-ordinator plans the scheme of work well to cover all strands of the subject. This is an improvement since the last inspection. The time allocated to the subject is just sufficient to cover these, but it restricts opportunities for individual research. Insufficient use is made of information technology.

HISTORY

132. Provision for history is satisfactory and meets the needs of all pupils. No teaching was observed, as the timetabling for the subject did not coincide with the inspection. Thus judgements are made on the analysis of pupils' work, photographs and discussions with pupils and teachers. Improvements have been made since the last inspection, as a policy and a clear scheme of work are now in place. Standards at the end of both key stages are at least satisfactory. All pupils build up a good understanding of the past and its relation to the present due to the careful planning of the curriculum.

133. In Years 1 and 2, pupils consider homes of the past and this learning is enhanced by visits to museums. These are especially effective as pupils write their comments on what they see. For example, one pupil was very excited when he recognised the Victorian iron as there was one at home. The questions “how” and “why” are a feature in the teaching. Thus pupils are not expected to simply learn facts, but they also have to draw conclusions from them. An example of this is “How do we know about the Great Fire of London?” bringing into focus the work of Samuel Pepys reporting on the event.
134. Learning is satisfactory overall and is particularly effective where pupils gain first hand experience through trips and visits. The scrutiny of work in Years 3 to 6 shows that pupils’ knowledge and interest progresses well. Teachers have made very good use of the minimal time allotted. They developed a good knowledge of, and interest in, the aspects covered, which is reflected by the pupils’ good understanding of the difficulties people encountered during the Victorian era.
135. Work in Year 5 focused very deeply on pupils understanding some of the problems which arose through the Victorian industrialisation. Pupils identified well with people’s concerns over the advent of the railway and the plight of the poor, particularly the young children. This gave rise to some good, sympathetic writing. The pupils put themselves in the place of those deprived of home and family. The visit to the regimented Victorian school gave them a deeper insight into the lives of children at that time.
136. Discussions with pupils in Year 6 revealed a good recall of the main features to be found in Ancient Greece. From a single question “What can you tell me about Ancient Greece?” the pupils launched into a good discussion about the Olympic Games and its religious significance. The discussion was very lively. It moved on to consider the cities and their conflicts and wars involving particularly the hardy Spartans. They mentioned the defeat by the Romans who scrapped the Olympic Games because of its religious connections. The subject was well developed by a project on holiday travel to modern Greece.
137. Co-ordination for history is good and the co-ordinator’s overall planning shows a good understanding of the curriculum based on the QCA’s guidelines. She has, however, adapted these to suit the school’s needs. This is an improvement since the last inspection. Only limited use is made of information technology and independent research to extend pupils’ knowledge and understanding. The co-ordinator has joined a local working committee to elevate the profile of history led by a tutor at Roehampton Institute. Ongoing assessment is maintained by keeping pupils’ books from year to year. Monitoring of mid-term plans is satisfactory but monitoring of teaching and lessons has not taken place due to staffing shortages.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Standards were judged to be satisfactory at the time of the last inspection. There have been recent sound improvements in teaching and, as a result, in pupils’ learning. However, the curriculum has been extended and more is now expected of pupils. Pupils in Year 6 do not reach the standards expected, although Year 2 pupils are generally meeting national expectations. All pupils are making satisfactory and sometimes good progress in lessons and they are steadily building up their skills. For example, some good examples of multi-media presentations were seen in Year 6. However, pupils have not yet had sufficient time to be involved in the improved provision to develop the full range of necessary skills. Many pupils, especially in the lower year groups, do not have computers at home and they are very dependent on what the school provides. In addition, teachers do not use information and communication technology skills across the curriculum, partly because they do not have access to the necessary equipment. These factors mean that pupils, especially those in Years 3 to 6, have insufficient opportunities to consolidate their skills.
139. There have been improvements since the last inspection, which are having a positive impact on pupils’ learning. Teachers’ subject knowledge and confidence have increased through training

provided through the Learning Schools Programme. Teachers have had the opportunity to work at their own pace and many are now using their skills to prepare lessons and to create displays in their classrooms. At the time of the last inspection, little direct teaching was taking place. Now the setting up of the computer suite allows teachers to introduce new skills to the whole class on a weekly basis. Pupils are given the opportunity to work in pairs or small groups in the lesson to practise what they have learned. The school has also adopted the QCA's scheme of work, which ensures that appropriate work is covered and that skills and knowledge are steadily built up. However, pupils have not always covered work in sufficient depth in previous years to enable them to undertake work at a suitable level. This was well illustrated in lessons in Years 5 and 6 on spreadsheets, when pupils in both year groups were working at the same level.

140. Teaching is good overall. Lessons are well planned and teachers show appropriate subject knowledge in the areas they are teaching. They give clear demonstrations and explanations and they use appropriate technical language. The co-ordinator teaches Year 2 and he has a good level of interest in the subject, which he shares with pupils in his class. This accounts for the satisfactory attainment in that class. For example, good use was made of a practical sorting activity, based on pupils' knowledge of mini-beasts, before the teacher went on to demonstrate how much easier it was to use a program on the computer. Pupils also used CD Roms to retrieve information and a range of software to reinforce their number skills and spelling. In his classroom, the co-ordinator has several older machines, which are used effectively. For example, a spelling program can be set up so that the task is matched to pupils' individual learning needs. However, across the school, insufficient use is made of information and communication technology in other subjects, for example for research in history and geography. The main reasons for this are insufficient software and the lack of suitable equipment in classrooms to use the programs that are available. An exception is art where good links are developing. Pupils in Year 2 produce pictures on the computer in the style of Mondrian and pupils in Year 3 create pictures in the style of O'Keefe. The scrutiny of pupils' work and displays around school showed very few examples of pupils word-processing their work.
141. There are satisfactory assessment procedures in place for recording pupils' attainment at the end of each unit of work. In addition, as each child saves his or her own work this can be monitored and the co-ordinator is beginning to give feedback to teachers on the basis of the information provided in this way.
142. Pupils enjoy using computers and they work well together in their pairs. These pairings are selected to take account of friendship groups, but also so that pupils with more experience can help others. Pupils listen carefully during whole-class lessons and are keen to show what they have done.
143. The co-ordinator has good subject knowledge and he gives valuable technical support to colleagues. Through his contacts the school makes good use of facilities in the community to supplement the school's provision. For example, Year 6 pupils have visited the local City Learning Centre, which is funded through the Excellence in Cities initiative. This gave them valuable experiences, which they used when making their multi-media presentations. There are plans for a future visit to cover the monitoring and control aspects of the curriculum, as the school does not yet have the facilities to teach this at the appropriate level. A recent computer week was successful in raising the awareness of parents of facilities available, for example on the Internet.

MUSIC

144. Only two lessons and a singing assembly were observed during the inspection. At the time of the last inspection, pupils' attainment overall matched national expectations with performing and composing skills by the age of eleven years being above average. Recent staffing arrangements have reduced provision for music, but pupils still achieve a satisfactory standard of attainment.
145. Singing in assembly takes place occasionally and, while pupils can sing in tune and apply some dynamic variation, the singing lacks inherent excitement or the confidence that would

come from doing it most days. Pupils have good listening skills and regularly have opportunities not only to listen to recorded music but also to focus upon it with a good level of concentration, for example, when they listened to Scott Joplin's "The Entertainer" in assembly.

146. The music co-ordinator teaches pupils in the lower part of the school on a weekly basis and often assists class teachers with music. Very good use is made of outside expertise and Year 5 are currently benefiting from a series of lessons from a representative of the British Federation of Young Choirs. The class is being introduced to new songs from around the world, singing in two parts and preparing for a public performance with other local schools; a rich and valuable experience indeed. For the rest of the year, class teachers follow the scheme of work and the QCA's guidelines with their own class.
147. There are few opportunities for pupils to get involved in extra-curricular music activities, as the school does not have any choirs and only a small recorder group of eight pupils. Pupils benefit from visiting musicians and in the past they have experienced the skills of, for example, Just Wind. The co-ordinator also takes pupils to the "Bright Sparks" concerts in the Royal Festival Hall. These are for pupils from five to nine years old and from nine to thirteen. Thus, by the age of eleven, all pupils have experienced the thrill and excitement of attending a concert in the Festival Hall at least three times.
148. The current provision for music does not permeate the school atmosphere, but it is satisfactory overall and makes some contribution to pupils' spiritual and cultural development. There is a comprehensive policy and the scheme of work is arranged to encourage teachers to take full advantage of the 30 minute time allocation. The co-ordinator monitors teaching and learning informally when she works alongside other members of staff. Accommodation is satisfactory having the use of part of the library and the hall for lessons. Resources are sound, with a variety of instruments from different cultures.

PHYSICAL EDUCATION

149. By age eleven, standards achieved by all pupils in physical education are as expected for pupils of their ages. The school covers all the elements of physical education, including gymnastics, dance, games and swimming. Pupils in their last year of school also have the opportunity to go on a residential trip in which they experience a variety of outdoor adventure activities, such as abseiling.
150. Pupils' learning, and their gains in skills and knowledge, are satisfactory throughout the school as a result of following QCA's guidelines, which are adapted to suit the needs of the school. As pupils move through the school, their co-ordination improves and they become more confident in demonstrating their movements to others. Pupils work well with others. They are willing to demonstrate what they can do to the rest of the class.
151. All pupils in the school have tuition in swimming and the school employs a qualified swimming teacher. With a small, indoor free-standing pool, all pupils up to end of Year 2 benefit from regular swimming lessons and, by the age of seven, well over 75 per cent of pupils are able to swim at least 15 metres unaided. For the older pupils, regular swimming sessions take place in the secondary school opposite. Over 80 per cent of pupils achieve the 25-metre standard by the time they leave Riversdale.
152. Pupils' response to physical education is enthusiastic. Most concentrate well to improve their skills and they show enjoyment at being physically active, even in inclement weather. They co-operate well in pairs and small groups. These good attitudes contribute positively to the standards achieved and to pupils' learning. Pupils with special educational needs and those with English as an additional language integrate well with others and make good progress.
153. Teaching is good and benefits from the use of expert coaches, such as a gymnastic coach from Southfields College, a football coach from Wimbledon Association Football Club and a swimming teacher. In all lessons, pupils and teachers wear appropriate kit and start the lesson

off with a suitable warm-up routine. Teachers' use of technical terms extends the range of pupils' language and safety is constantly stressed. The good relationships between adults and pupils promote self-confidence.

154. The subject has adequate resources to deliver the curriculum and the school involves itself in competitive games with local schools. The standards reported in the last inspection have been maintained and the subject continues to make a good contribution to pupils' social education.

RELIGIOUS EDUCATION

155. Provision for religious education is satisfactory and standards have been maintained since the previous inspection. Most pupils join the school with little knowledge of the subject, but a significant minority have above-average attainment based upon learning within their own faith communities. Most pupils make satisfactory progress as they move through the school. Across the school, standards are in line with those expected by the locally agreed syllabus.
156. Teachers introduce pupils to a sensible range of other major faiths and purposefully help them investigate how these faiths and religious practices illuminate their own lives and those of others. The quality of the teaching seen was good. Teachers demonstrated good knowledge and understanding of the subject, which is planned effectively, and they relate moral issues to a religious base. Good use is made of role-play. For example, in a Year 2 class, pupils acting out the parable of The Prodigal Son gained a significant insight into Christ's teaching and the moral values being taught. Teachers also make good use of the diverse faiths among the pupils. A question and answer session on the five pillars of Islam in Year 5, with a Muslim pupil in the 'hot seat', was very effective and informative. It also showed good speaking and listening skills from the whole class. Pupils respond well to this type of activity and they show respect for other's views.
157. The subject has adequate resources in school and also benefits from being able to borrow artefacts from the local professional teaching centre. Good use is made of the local area when pupils visit other places of worship and receive visitors from other faiths. These activities extend pupils' learning well.
158. Written work in religious education makes little contribution to pupils' literacy skills, as there is not very much independent writing. Work sheets are used sensibly and the younger pupils take pleasure in illustrating their work, for example with a picture of The Good Samaritan. The subject co-ordinator is new to the role and has not yet begun to monitor the quality of teaching and learning. Nevertheless, the good quality of teaching in individual classes, and the respect with which the subject is treated by pupils and teachers throughout the school, place it in a good position to make further improvements.