

INSPECTION REPORT

HILLMEAD PRIMARY SCHOOL

Brixton

LEA area: Lambeth

Unique Reference Number : 131340

Headteacher : Mr Nicholas Oliver

Reporting inspector : Janet Gill - 18706

Dates of inspection : 11th - 14th October 1999

Under OFSTED contract number: 707917

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INFORMATION ABOUT THE SCHOOL

Type of school :	Nursery, Infant and Junior
Type of control :	County
Age range of pupils :	3 to 11
Gender of pupils :	Mixed
School address :	Hillmead Drive Off Moorland Road Brixton London SW9 8UE
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Appropriate authority :	London Borough of Lambeth
Name of Chair of Governors :	Justin Russell
Date of previous inspection :	30th April - 2nd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Janet Gill - Registered Inspector	English; Art	Attainment and progress; Teaching; Leadership and management.
Brian Jones - Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources.
Paul Evans - Team Inspector	Special Educational Needs; Mathematics; Information Technology; Music.	The efficiency of the school.
Philip Preedy - Team Inspector	Equal Opportunities; Under Fives; Science; Design and Technology; Physical Education.	
Marilyn Nathan - Team Inspector	History; Geography; Religious Education.	The curriculum and assessment; Pupils' spiritual, moral, social and cultural development.

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MAIN FINDINGS

What the school does well

- ◆. The ethos of the school is excellent.
- ◆. The leadership of the Headteacher is outstanding.
- ◆. The senior management team's contribution to the overall management of the school is very good.
- ◆. The quality of teaching is good overall. Teaching in two-thirds of lessons was good or better, with 22 per cent very good.
- ◆. Relationships within the school are excellent.
- ◆. Pupils make good progress overall. Over the last three years standards have improved significantly.
- ◆. Pupils have very good attitudes to learning, and behaviour is good.
- ◆. The Nursery is a strength of the school, children receive a very broad curriculum and make a positive start to their education.
- ◆. Teaching and support staff are deployed very effectively.
- ◆. The management and provision for special educational needs are very good, and pupils with learning difficulties make good progress.
- ◆. There are very good procedures to monitor and promote progress, personal development and attendance and excellent procedures to monitor and promote discipline and behaviour.
- ◆. Provision for spiritual development is good, and for moral, social and cultural development very good.
- ◆. Financial planning, control and administration are very good.
- ◆. The school provides good value for money.

Where the school has weaknesses

- I. The school does not currently teach the full National Curriculum for information technology.
- II. Handwriting is unsatisfactory, particularly in Key Stage 2, where many pupils are still printing.
- III. The quality and approach to marking is inconsistent.
- IV. Use of the library is limited; consequently pupils' library skills are not sufficiently developed.
- V. Day-to-day assessment is still not good enough; it is not used sufficiently to plan future work.

The strengths of the school outweigh its weaknesses, which will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress since the last inspections in 1996, and is very well placed to continue making improvements. The school has improved the standards of attainment over the last three years in the core subjects. Targets have been set to assist the school in continuing to improve standards. The school has been successful in greatly improving the quality of teaching. In the last inspections 13 per cent of teaching was unsatisfactory in the Infant school and 19 per cent in the Junior school. In the amalgamated Primary school, only two per cent of teaching was unsatisfactory. It has implemented a comprehensive teaching and learning policy. Monitoring by the Headteacher and senior management team has ensured a more consistent approach to teaching and learning throughout the school. Standards in art, design and technology and physical education

have improved. The school has achieved some progress towards curriculum planning and assessment, schemes of work are now in place, some being in draft awaiting the publication of the QCA documents. Some teachers are using specific learning objectives in their planning, and assessment to inform the next stages of learning, however there is inconsistency in practice in the school. The school now deploys its support staff very effectively, and they make an important contribution to the higher standards attained and good progress of the pupils. The Headteacher reviews the work of all staff and sets targets against priorities in the School Development Plan. Methods for monitoring attendance are very good; there are now effective strategies in place. The school has undergone much change during the last two years. The outstanding leadership of the Headteacher and the strong support from the Governing Body, staff and parents have ensured that the amalgamation has been successful. Joint policies, values and aims of the school and consistency in behaviour management are reflected in the excellent relationships, effective learning environment and good behaviour of the pupils.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>Well above average</i>	<i>A</i>
			<i>Above average</i>	<i>B</i>
			<i>Average</i>	<i>C</i>
			<i>Below average</i>	<i>D</i>
			<i>Well below average</i>	<i>E</i>
English	E	C		
Mathematics	C	A		
Science	C	A		

The information shows that when pupils left school in 1998 their attainment was well below average in English, and average in mathematics and science. In comparison with that in similar schools, attainment was average in English and well above average in mathematics and science. The school has steadily raised the standards of achievement over the last three years. In information technology attainment in both key stages is below average because the school does not cover all areas in sufficient detail. In religious education by the end of Key Stage 2, pupils attain a level of understanding that is above what would be expected for their age, according to the Locally Agreed Syllabus. Progress is good overall. Pupils with special educational needs and for whom English is an additional language make good progress.

Children enter the Nursery with skills that are well below average. They make good progress, although, by the age of five, their attainment in language and literacy and mathematics is still below average. In knowledge and understanding of the world, creative and physical development many children reach the standard expected for their age. In personal and social development many children exceed the expectations for their age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Good
Science		Good	Good
Information technology		Unsatisfactory	Unsatisfactory

Religious education		Good	Good
Other subjects	Good	Good	Good

The quality of teaching is good overall. In ninety-eight per cent of lessons observed, teaching was satisfactory. Of these, 70 per cent were good or better. Only two unsatisfactory lessons were seen. The grades throughout the school ranged from very good to unsatisfactory. The majority of teaching in the Early Years was good or very good. In Key Stage 1 50 per cent was good or better and in Key Stage 2 69 per cent was good or better. During the last inspections 13 per cent of unsatisfactory teaching was observed in the Infant school, whilst in the Junior school it was 19 per cent. The amalgamated school has effectively improved the quality of teaching.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good behaviour and very good attitudes to learning. Good personal development. Excellent behaviour and friendships in Under Fives.
Attendance	Attendance has improved to a satisfactory level, and continues to improve. The vast majority of pupils achieve good punctuality.
Ethos*	The ethos is excellent and reflects the aims and values of the school. There are excellent relationships at all levels, and an active learning environment where all individuals are respected and valued. The school is committed to raising standards further.
Leadership and management	Very good. The Headteacher provides outstanding leadership and has a clear educational vision, which is strongly supported by the Governing Body, staff and parents. The senior management team is very effective and contributes to the very smooth running of the school.
Curriculum	The school provides a good broad and balanced curriculum. Implementation of the National Literacy Strategy has been good. The full requirements of the National Curriculum for information technology are not met. The curriculum for children under five is good. Assessment is satisfactory, but it is not yet consistently used to inform future planning. The quality of marking is variable.
Pupils with special educational needs	Provision for pupils with special educational needs is very good. The quality of support from a wide range of adults ensures pupils make good progress.
Spiritual, moral, social & cultural development	Very good moral development is well supported by an effective behaviour policy and assemblies. Provision for social and cultural development is very good, and for spiritual it is good. Personal and social development is promoted very well in the Early Years.
Staffing, resources and accommodation	Good provision of teachers and support staff is well supplemented by additional specialist teachers. Good accommodation, well refurbished during past two years, though playground space is very limited at present. The school has satisfactory resources, and is in the process of increasing its stock of computers.
Value for money	The school provides good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. The school is an open school. VII. It welcomes parents when they come in to school to help, and listens if they have a problem. VIII. The children benefit from the good teaching. IX. The school looks after the children very well. X. The children behave well. XI. It is a friendly school. XII. The children enjoy going to school.	XIII. Parents expressed few concerns about the

Inspectors' judgements support parents' positive views. The Headteacher and staff are friendly and ensure they are available and open. The school encourages the parents to play an active part in its life. The quality of teaching is good. The support and guidance which the school gives to their children is very good. Children enjoy coming to school and their behaviour is good.

KEY ISSUES FOR ACTION

In order to improve standards further the Headteacher, governors and staff should:

- ensure that the full information technology curriculum is taught by:
 - providing appropriate training to staff, to ensure that they all have the confidence to implement the full requirements for information technology;
 - ensuring suitable equipment is available to enable all aspects of information technology to be taught;
 - incorporating the intended use of information technology across the curriculum;

(Paragraphs 14, 25, 31, 57, 63, 68, 124, 128, 131)

- pay greater attention to pupils' standards of handwriting by ensuring that:
 - teachers' expectations of neat handwriting are made clear to all pupils;
 - pupils have sufficient opportunities for develop and practise their handwriting;
 - introducing a more consistent approach to the way pupils are taught handwriting;

(Paragraphs 10, 30, 94)

- ensure greater use of the library by:
 - teaching pupils appropriate classification skills in order that they will be able to locate books, both fiction and non fiction;
 - enabling pupils to be more independent and undertake their own research in the library;

(Paragraphs 10, 92, 96)

- ensure that all staff make greater use of day-to-day assessment to assist short-term planning.

(Planning 30, 40, 97, 123)

In addition to the key issues above, the following less important areas should be considered for inclusion in the action plan:

- ensure that all staff are consistent in their marking of pupils' work ;

(Paragraphs 30, 97, 122, 164)

- address health and safety concerns as speedily as possible;

(Paragraphs 51)

- ensure that the minor omissions in the prospectus and annual governors' report to parents are included in the future.

(Paragraphs 53, 57)

INTRODUCTION

Characteristics of the school

1. Hill Mead Primary is an inner-city school, situated near the centre of Brixton and serves a diverse community. In the Autumn of 1997 both Hill Mead Infant and Junior Schools were amalgamated on the site of the Junior School. The Headteacher of the junior school was appointed to be in charge of the new primary school. The vast majority of the children come from the Moorlands and Guinness Trust estates. Recently some children have come from further afield due to the increasing popularity of the school. The immediate neighbourhood of the school is a challenging one for children and their families. The estate is known to have many problems commonly associated with inner city housing estates. The socio-economic background of the pupils who attend the school is well below average.
2. The number on roll stands at 385 and is rising. The pupils are all accommodated on one site, with a further 75 children in a separate Nursery building. The school is bigger than the average size for a primary school and organised into twelve classes, together with two nursery classes. The school has gradually moved from a one and half to two form entry. One class for each of the Years 5 and 6; and two classes for each of the other age groups, including the Reception and Nursery. There are almost equal numbers of boys and girls, 160 and 154 respectively. Numbers of children vary in each year group, particularly in Year 2 where there are only 44 pupils.
3. About 15 per cent of pupils are of white ethnic origin. Other pupils are from a wide range of ethnic backgrounds, mainly black African (23 per cent) and black Caribbean (26 per cent). The proportion of pupils for whom English is an additional language is about 34 per cent, a very high figure. The main languages represented are Yoruba, Spanish, Twi and Portuguese. 131 pupils are supported by Ethnic Minority Achievement Grants (EMAG) funding. 63 per cent of full-time pupils are eligible for, and claim, free school meals, a figure that is well above the national average. Eight pupils (2 per cent) have Local Education Authority Statements of Special Educational Needs and 126 full-time pupils (38 per cent) have been identified as having learning difficulties at Stages 1 to 5 of the Code of Practice. Attainment on entry in the Nursery is well below average in all areas, but especially in the areas of language, mathematical and personal and social development. By the age of five, children show below average attainment, especially in English and mathematics.
4. Since the previous inspections in both the infant and junior schools, the present school has reviewed all aspects of its work, to ensure the strengths from both schools were retained and areas for development prioritised. Schemes of work and a teaching and learning policy have been developed, short term planning refined, and the Literacy and Numeracy Strategies implemented. There have been many improvements to the structure of the school and a new Nursery has been created from one of the original buildings on the site. The school has undergone a great deal of change in many aspects over the last two years.
5. Following the amalgamation the new school re-visited the mission statement and took the high ideals from both the infant and the junior schools. The school has high expectations from both the staff and children, with the principle of equality underpinning everything that happens. The school is committed to partnership with parents, and a safe and secure environment with respect for the children and their parents.

5. **Key Indicators**

5. **Attainment at Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	26	19	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	21	21	23
	Girls	18	18	21
	Total	39	39	44
Percentage at NC Level 2 or above	School	81	81	92
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	22	22	24
	Girls	18	21	21
	Total	40	43	45
Percentage at NC Level 2 or above	School	83	90	94
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	16	15	31

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	5	8	8
	Girls	13	13	14
	Total	18	21	22
Percentage at NC Level 4 or above	School	58	68	71
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	4	5	6
	Girls	4	9	9
	Total	8	14	15
Percentage at NC Level 4 or above	School	30	45	48
	National	65	65	72

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	5.29
	National comparative data	5.7
Unauthorised Absence	School	1.26
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	22
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Children join the Nursery with well-below average skills, particularly in social and personal, language and mathematical development. Good progress is made, but their attainment is below the standard expected for their age when they transfer to the Reception class. It is still below the expected standards by the time they are five in language and literacy and mathematics. In their knowledge and understanding of the world, creative development and physical development many children reach the standard expected. In their personal and social development very good progress is made and children reach above average standards by the time they are five. The overall attainment of the children when tested using the baseline assessment is below average. The inspection findings agrees with these results.

2. In the National Curriculum Tests in 1998 for seven-year olds, the percentage of pupils attaining Level 2 in reading and writing was 81 per cent. This is close to the national average. In mathematics 92 per cent of pupils reached the expected Level 2, which is well above the national average. In comparison with those in similar schools, results were well above in reading and writing and very high in mathematics. Teachers' assessment of pupils' attainment in science at Level 2 was above the national average. In the 1999 National Tests, pupils performed at similar standards in reading and mathematics and science, and better in writing with an increase of ten per cent. The school has set targets for 2000 based on the teachers' assessments of the pupils, with a slight increase for reading, a slight decrease in mathematics and a further increase in science. In the 1999 National Tests girls outperformed boys in writing and mathematics, but achieved the same results in reading. Pupils with English as an additional language outperformed English only speakers, in all three subjects, by the time they had reached Stage 2 in fluency in English (out of three stages).
3. In the 1998 National Tests for eleven year-olds, 58 per cent of pupils attained Level 4 or above in English, 68 per cent in mathematics and 71 per cent in science. This is well below average for English, and close to average in mathematics and science. In comparison with those in similar schools, results were average in English and well above average in mathematics and science. In the 1999 National Tests the numbers reaching Level 4 were 58 per cent in English, 42 per cent in mathematics and 77 per cent in science. Levels of attainment were maintained in English, fell in mathematics, and were higher in science. The school identified poor mathematics teaching in Year 6 last year and put into effect measures to remedy this. However, this was too late to have a marked effect on the 1999 test results. In 1998 there was considerable difference between National test results at the end of Key Stage 2 and Teacher Assessments. In its attempt to remedy the situation and raise the quality of teaching in Year 6, the school deployed extra staff to support the teacher and pupils. There was a closer match between test results and teacher assessment in English and science, but not in mathematics. Progress of the present Years 5 and 6 are being closely monitored by the senior management team led by the Headteacher to ensure that targets are met. In the 1999 National Tests girls outperformed boys significantly, particularly in mathematics. The school has analysed test data and confirmed that the trend for girls to outperform boys is evident throughout the key stage. It is in the process of deciding the best strategy to raise the achievement of boys. Pupils who are fluent in English as a second language significantly outperform English only speakers in the school as in other Lambeth schools.
4. Pupils throughout the school with special educational needs are making good progress. Attainment for the majority of pupils with special educational needs is at least in line with their age and ability and for approximately 40 per cent it is good. This good progress is linked to the effective support pupils receive. Pupils for whom English is an additional language make good progress, and some very good

progress.

5. The inspection findings show that standards of attainment in English at the end of Key Stage 1 are average, and at Key Stage 2 they are just below average. Speaking and listening skills throughout the school develop satisfactorily. Pupils listen well, respond confidently to questions and build on other pupils' contributions in discussions, although some children have poorly developed skills in speaking and have a limited vocabulary and poor articulation. Attainment in reading is average at both key stages and progress is good throughout Key Stage 1. This is maintained in Key Stage 2. Pupils develop a range of strategies to help them tackle unknown words and use contextual clues to establish the meaning of text. The skills in using dictionaries develop satisfactorily. Pupils are not taught library skills systematically and therefore do not know how to use classification systems. Attainment in writing is in line with the national average at Key Stage 1, but just below average at Key Stage 2. Pupils' use of spelling, punctuation and parts of speech are usually correct. Handwriting is not so well developed. Older pupils still write in a mixture of print and cursive script. Pupils have good experiences of writing for different purposes across the curriculum. Evidence was found of letters, instructions, book reviews, play scripts and posters.
6. Standards of attainment in mathematics at the end of both key stages are average. Progress is good overall in Key Stage 1 for pupils to reach average standards by the age of seven. By the end of the Key Stage 1, pupils recognise odd and even numbers, count to 200 and back from 50, understand halves and multiply by 2, 5, and 10. They learn how to tell the time and use non-standards units to measure distances. Progress is satisfactory throughout Key Stage 2. Pupils use all four signs in number, multiply by two decimal places, add and subtract fractions and produce block graphs from information they have gathered. Pupils use their mathematical knowledge and understanding in other areas of the curriculum, but the opportunities for pupils to carry out their own investigations and discoveries are more limited.
7. Pupils use their literacy skills well to read and write for a range of purposes in other areas of the curriculum. All pupils develop their speaking and listening skills in sharing and achievement assemblies, when they learn how to speak to an audience. Key Stage 1 pupils write instructions to make a cake in design and technology, describe materials in science and write about their favourite foods. Pupils in Key Stage 2 use information books and the CD ROM to find out information. They write about notable black people in history, describe features of the local community in geography, set clear explanations of forces in science and produce good pieces of extended writing, with full discussion of the topic studied in religious education. Standards in numeracy are satisfactory in both key stages. Pupils use their mathematical knowledge and understanding in other areas of the curriculum, such as history and science, for example, they interpret data such as weather patterns and weigh clay bears to evaluate the effects of evaporation.
8. Standards of attainment in science at the end of Key Stage 1 are above the national average. By the end of Key Stage 2 attainment is in line with the national average. Progress is good in both Key Stage 1 and 2. By the end of Key Stage 1, pupils are able to discuss different types of materials used in buildings and make predictions on the effects of freezing on different substances, such as oil and vinegar. They understand the concept of a 'fair test'. By the end of Key Stage 2, pupils draw conclusions from observable evidence and use their scientific knowledge well to make predictions. For example, they discuss the damaging effects of solvents on the body.
9. Progress made in information technology is unsatisfactory throughout the school. Standards are below average at seven and eleven. By the end of Key Stage 1, pupils have acquired appropriate keyboard and mouse skills. They carry out word-processing and design and print out birthday cards. By the end of Key Stage 2, pupils have made further gains in word-processing and are able to control the cursor on the screen when learning about angles of turn. Too little use is made of monitoring and control for

pupils to acquire sufficient skills in information technology.

10. By the end of both key stages pupils' attainment in religious education is in line with the expectations of the Locally Agreed Syllabus. Pupils make good progress at Key Stage 1 which steadies in Key Stage 2 and is satisfactory overall. At both key stages pupils acquire skills, knowledge and understanding as set out in the syllabus for religious education. At both key stages pupils gain a knowledge and understanding through learning about the world's major religions, in addition to Christianity. By the end of Key Stage 1, pupils know some bible stories, such as the story of Noah's Ark, and begin to understand religious concepts such as giving. They have grasped key features of major religions and have some understanding about the main features of Buddhism. By the end of Key Stage 2 pupils are able to pick out similarities in the practices or beliefs of leading faiths. They explain that "charity comes in Christianity and Judaism" and understand that the 'Five Pillars of Islam' are the duties of a member of the Islamic faith.
11. At both key stages pupils make satisfactory progress in art, geography, history, music and physical education and in Key Stage 2 in design and technology. They attain standards expected for pupils of similar age. Pupils' progress is good in Key Stage 1 in design and technology.
12. Teachers plan appropriately challenging work for pupils of different abilities, particularly in the core subjects. This means that the lower attaining pupils make good progress and achieve satisfactory standards. Taking into account the very low base at which the children enter the Nursery, by the time they leave school at eleven, pupils have made good progress and overall attainment matches that seen nationally.

Attitudes, behaviour and personal development

1. The pupils have very good attitudes to learning. At the pre-inspection meeting, parents say their children get the benefit of very good teaching. The pupils are enthusiastic when this happens. They sustain their concentration, and they stay on their tasks very well. Their response is good or better in a high proportion of the lessons. The very positive attitudes start with the children in the Nursery who work very hard on their writing, artwork and numbers, and are proud of what they do. They show good concentration, for example when listening to a story tape, and have confidence to volunteer answers to questions about the different letters of the alphabet. Children who are under five behave well and establish very good relationships with their peers and the staff that work with them.
2. The inspection findings confirm the parents' opinion that the children behave well. Behaviour is good in lessons, in the dining hall, and the playground. Parents say they have few worries about bullying. No bullying or harassment took place during the inspection, and pupils say such incidents are very rare. Pupils move in a very orderly way around the school, including up and down the awkward staircases. They are courteous and welcoming to adults. When pupils have behaviour difficulties, they respond to school's "Clouds" system for talking problems through. There have been no exclusions in the past year nor in the year to date.
3. Pupils' relationships are excellent. Their co-operative working is at a high level, especially in the literacy and numeracy lessons. Pupils respect one another, and there are very constructive relationships with the teachers and other adults, who set out to model teamwork. Pupils are very supportive in the assemblies, especially in their appreciation of the successes of others. Pupils' racial harmony is excellent. They are ready to help pupils with special needs. As an outstanding example, a Key Stage 1 class helped a newly arrived child, with speech delay in his own language and no knowledge of English, to count from one to five. Their enthusiasm, determination and friendship

enabled him to do it.

4. Pupils' personal development is good. They take responsibility for registers and tidying up in their own classes. They perform as individuals and as whole classes in the assemblies, where they manage the sound system and the overhead projector. As they grow older, pupils take increasing responsibility for activities around the school. Year 6 pupils supervise the entrance doors during the lunch break. Pupils take full advantage of the wide range of after school activities. These include extra classes in English and mathematics. There are well attended clubs for drumming, nature study, a range of sports, and horse riding. Last year a pupil won a top award for his skill in horse riding.

Attendance

1. Attendance is satisfactory at 93.4 per cent in 1998/99. This is close to the national average for primary schools, and above the local authority average. The school has achieved a significant increase on the rate of 92 per cent seen in the previous year, and from the time of the previous inspections when both infant and junior schools recorded less than 90 per cent attendance. The past year's rate of 1.3 per cent unauthorised absence is a significant improvement on the 3.2 per cent recorded in the previous year. Most parents now reliably provide the reason if a child is away. However, the rate of unauthorised absence remains higher than the national average. Punctuality is good. Most pupils arrive promptly, and lessons start on time.

QUALITY OF EDUCATION PROVIDED

Teaching

2. The quality of teaching makes an important contribution to standards of pupils' attainment, progress and behaviour. The overall quality of teaching is good throughout the school. This is also the view of the parents from the meeting prior to the inspection. Teaching is satisfactory or better in 98 per cent of lessons, of which 48 per cent are good and 22 per cent very good. Only two unsatisfactory lessons were seen. In the Early Years the majority of lessons were good, or very good, whilst in Key Stage 1, 50 per cent were good or better. In Key Stage 2, 69 per cent were good or very good. In the 1996 Infant inspection report, 87 per cent of teaching was satisfactory or better, with 31 per cent very good and 13 per cent unsatisfactory. In the Junior school in the same year, 81 per cent of teaching was satisfactory, with 55 per cent good or better but 19 per cent was unsatisfactory. The amalgamated Primary school has effectively improved that position with far less unsatisfactory teaching being observed.
3. The overall quality of teaching for the Under Fives is good, with over a third of lessons judged to be very good. The quality of teaching in the Nursery is very good. In Reception classes, it is good. This has a positive impact on the children's achievement and progress. Teachers' knowledge and understanding of children's needs is very good, they know the children well. Planning is good and provision for more able children is particularly good in the Nursery. The partnership between teachers and the support staff is very effective. Teachers make good use of parental contacts and encourage parents to support their children's learning.

4. The quality of teaching is good throughout the school in English and science and at Key Stage 2 in mathematics, but sound at Key Stage 1. Teachers' subject knowledge in science has improved in Key Stage 1; teaching is now good. In information technology, overall teaching is unsatisfactory, some teachers lack confidence when teaching the subject. The school has identified in the School Development Plan that some staff will require training to use a range of new equipment with confidence and understanding. Teaching in religious education is good in both key stages. Teaching in the foundation subjects is good in design and

technology, geography, history and music, and sound in art and physical education. There are examples of better teaching in art where teachers have expertise and enthusiasm for the subject. Teaching has improved in art, design and technology and physical education since the last inspections.

5. The requirements of pupils with special educational needs are met effectively through the very good support of all teachers. Work is moderated in literacy and numeracy for pupils with special educational needs. Individual education plans (IEP's) are used to focus on individual targets as appropriate in curriculum areas. The great majority of targets in the school's IEP's are clearly focused and attainable. On the few occasions when targets are not attainable the pupil fails to succeed.
6. Teachers plan carefully to reflect the requirements of the National Curriculum, and the Literacy and Numeracy Strategies and to build on pupils' skills, knowledge and concepts. Good joint planning within each year group ensures all pupils receive similar subject content. In some subjects, in a few lessons, planning lacks sufficient detail and lessons are less effective. Pupils are generally given a clear understanding of what it is they are going to do and the desired learning objective, but on a few occasions what the pupils are to learn is not clear enough. Teachers make effective use of questions that help to extend pupils' thinking, develop their speaking skills and consolidate learning.
7. The teachers have worked hard to implement the Literacy Hour, which they do with good understanding and knowledge of the Strategy. Pupils' literacy skills are used well in other subjects, particularly when writing reports in science and in history. The shared text work and plenary sessions are usually good or very good, are focussed, and promote good discussions about stories, plays and poems. Some group sessions are less successful in literacy, as not all teachers manage to work effectively with small groups. A few children who are less independent become restless, lose concentration and disturb their peers; the teacher then has to leave her group to restore order. The National Numeracy Strategy has been satisfactorily introduced and is already raising standards; teachers encourage pupils to examine how they think mathematically. In the best lessons the framework of the Strategy is fully implemented. In these lessons pupils learn from each other particularly well in the introduction and in the plenary.
8. Expectations are usually high, of the amount of work the class will complete, and of presentation and behaviour. This helps to promote the very positive attitudes the children have towards learning. Teachers are very good in their consistency of approach to discipline and behaviour; consequently the majority of pupils have good behaviour. Relationships with the children are very good and an appropriate use of praise and encouragement helps the children try hard with their work.
9. Assessment is used satisfactorily within lessons, for example in the shared plenary sessions and the use of demonstrating pupils' work during lessons, as in a Year 3 art lesson observed, although practice is varied. Sometimes plenary sessions are too brief and learning objectives not re-visited. Teachers match the work well to the needs of the pupils, particularly in the case of pupils with special educational needs and for pupils whom English is an additional language. There continues to be inconsistency in marking. Most work is marked regularly with positive comments to encourage the children, and, in the best, clear targets for improvement are made. Some teachers do not always insist on pupils finishing their work or encourage them to improve their presentation and handwriting. Homework, mainly in the core subjects, supports pupils' learning satisfactorily. The quality of the interaction in home and school reading records varies, the school is aware of the need to address this issue.

The curriculum and assessment

1. Since 1996 the school has effectively created one broad balanced and manageable curriculum from two existing curricula of the infant and junior schools. In spite of the extra time required to teach literacy and numeracy for a longer set period each day, the school has largely been successful in maintaining a broad and balanced curriculum. With the exception of information technology, it successfully provides sufficient time in the foundation subject units for the programmes of study to be delivered in sufficient depth. The criticism, in the previous junior report that insufficient time was given to art and design technology is no longer applicable because of the changes to the National Curriculum since 1996. Sex education and the dangers of drug misuse are taught satisfactorily within the Health Education programme. Apart from information technology, the school meets all the statutory requirements for its curriculum. It has effective strategies in place to deliver its literacy initiative and satisfactory strategies for numeracy.
2. The curriculum for children under five is very good overall. In the Nursery, it is based upon the recommended Desirable Learning Outcomes. The planning for continuity and progress is very good and the curriculum provides a very broad and diverse range of experiences. Links with the Reception classes are very effective and children are well prepared for their next stage in learning. Children in the Reception classes follow the National Curriculum and planning for continuity and progress is good overall. Assessment procedures in the Nursery are good, and used very well to establish individual targets for learning. In the Reception classes, assessment procedures are good and used well to set out what it is the children are to learn next. Both the Reception and Nursery classes have recently developed effective strategies to improve literacy and numeracy.
3. The school's strong emphasis on making the curriculum relevant for its pupils permeates its planning, which has improved since the inspections in 1996. The Deputy Headteacher gives a clear sense of direction to the curriculum planning group which meets regularly. Good processes of consultation inform planning decisions. Curriculum decisions are regularly evaluated after a short period of implementation. Planning for the Ethnic Minority Achievement Grant (EMAG) however, is rather basic with no specific targets set for individuals. Schemes of work, which in some cases were criticised in the last reports as not being in place have been reviewed. In several cases schemes have been rewritten or replaced with good commercial schemes such as the guidelines produced by the Qualifications and Curriculum Authority (QCA). This is an improvement on the position in 1996. The best schemes of work make good use of the Lewisham, Lambeth or QCA schemes, but are personalised for the subject area, and matched carefully to ensure their suitability and relevance to the needs of the pupils.
4. There is a very good range of extra curricular activities, such as the very popular breakfast club, and sporting activities such as the Cliff Richard indoor tennis trail, basket ball and football. Education classes, run after school by ACCRA community association, support the school's work in mathematics and English. The curriculum is also enriched by educational visits, from such groups as the London Festival Orchestra, West Midland Theatre Company (Firebird), teachers from South London Science and Technology Centre, and the Science Museum outreach team. Pupils go on a wide range of visits, to such places as The Shell Centre (Year 6 science/technology) the Royal Festival Hall (Year 5), Victoria and Albert Museum (Year 4), Science Museum (Years 4 and 6), the Planetarium (Year 5), Hansel and Gretel at the Savoy Theatre (Years 2 –6) and the Lollipop Prom at the Royal Festival Hall (Years 1-6)
5. The school provides very good access to the curriculum for all its pupils. A lot of thought has been given to this and the school has a whole range of good strategies, which it aptly describes as 'layering access to resources'. Over time and with experience the teachers have developed their ability to match the work to the needs of groups of pupils. Since the last inspection the school has benefited from the literacy and numeracy training, and has improved how it develops work for different attainment levels. Clear emphasis has been put on making work interesting and relevant, as well as accessible.

6. The school's determination to help those pupils whose emotional state sometimes prevents them from taking full advantage of their lessons underpins its behaviour policy, especially the 'Clouds' system. The on-going effort to create more settled classes particularly to help boys settle down to work well, is an important part of the school's policy to enable all pupils to take full advantage of the curriculum.
7. The number and quality of the support staff enables pupils with learning difficulties to participate effectively in lessons. For example, good Ethnic Minority Achievement Grants (EMAG) support, in a Year 5 geography lesson enabled a pupil for whom English is an additional language to participate well in class discussion. The school provides very good opportunities for all pupils to take advantage of the curriculum available. There are very comprehensive procedures developing to ensure that underachievement is identified and where necessary, specialist EMAG staff are deployed to support pupils' attainment and progress. Recently identified underachievement in boys, for example, has resulted in plans to provide new exciting reading materials, to reflect the interest of boys.
8. The school meets the requirements of all the pupils on its special educational needs register very well. The Code of Practice is fully met. The curriculum is modified in some areas in the work set. This happens particularly in literacy and numeracy. In other areas of the curriculum there are examples of modification of tasks set, but in many areas pupils are enabled to succeed and progress through the good work of the support staff. Assessments are made on a daily basis particularly in literacy and numeracy. These assessments build toward the review of targets, and also to the increased difficulty of tasks set as pupils' progress.
9. Good procedures are in place to ensure continuity and progression. The two and four year planning cycle is good, and designed to ensure that continuity and progression are regularly reviewed. Appropriate opportunities are provided within the subject curricula to revisit and reinforce skills and techniques for learning. Following the change from two separate schools to one school, the school has endeavoured successfully to create a smooth progression from Key Stage 1 to Key Stage 2 for all its pupils. Good arrangements are in place to take the pupils on to the next stage in their development, including the planned opportunity for them to spend a day in a local secondary school.
10. Satisfactory assessment procedures are in place in the core subjects, but there is little formal assessment elsewhere. Use of assessment to inform planning was a key issue in the inspection reports of both the infant and junior schools in 1996, it is still not yet used effectively and remains underdeveloped as a tool for planning and adjusting the curriculum. Nevertheless, the use of assessment has moved forward from the position in 1996. In the core subjects, tracking procedures are in place, which are beginning to build up a picture of pupil progress over time. In the core subjects, the levels attained by individual pupils are plotted each term and the tracking sheet is used to help set targets and as an indicator for defining what level of activity should be set next for a group. Work sampling in the core subjects is also contributing to the school's knowledge of how pupils are progressing.

Pupils' spiritual, moral, social and cultural development

1. In the previous reports, provision for the pupils' spiritual, moral, social and cultural development was good in the infant school and very good in the junior school. Provision for the pupils' spiritual moral social and cultural development is now very good.
2. Provision for the pupils' spiritual development is good. Assemblies, which follow carefully chosen themes, such as celebration of food, are sensitively planned to enable prayer and reflection, and make a very strong contribution. A variety of music is used effectively in assemblies to create an atmosphere of spirituality. Good opportunities are provided for the pupils to reflect and pupil

participation, for example, the Year 2 assembly about enjoying learning, successfully engages the attention of the audience. Religious education lessons teach pupils both about religions and enable them to learn from and reflect on religions. Pupils are encouraged to think about the meaning behind a story, such as Noah's Ark. This contributes towards the effectiveness of lessons. The use of song is a regular and successful feature of many religious education lessons and contributes well to the development of the pupils' spiritual awareness. Discussions in some subject lessons, such as history or personal, health and social education (PHSE) time help pupils develop their values and beliefs. For example, a bible story told during an afternoon registration provided a good opportunity for pupils to reflect on the importance of the dove as a messenger from God. Circle time places a strong emphasis on developing self-awareness.

3. Provision for pupils' moral education is very good. A full code of conduct, which is developed individually by each class, is displayed prominently in each classroom, and places strong emphasis on moral conduct. The Behaviour Management policy stresses provision of opportunity for children to behave well and achieve, and the 'Clouds' System of behaviour management reinforces the development of their moral awareness. Assemblies often contain a moral message, such as helping each other. A local priest, who regularly takes assemblies, is also a frequent visitor who contributes to the development of the pupils' moral awareness. A number of lessons offer regular opportunities for the pupils to develop their moral awareness through discussion. History, for example, raises moral issues through its module on 'Windrush', which considers both the slavery issue and the treatment of black people in Britain, and geography discusses the effects of man's actions on the environment. There is very good planned provision in Religious Education lessons, which frequently consider moral conduct in a range of religions such as Buddhism or Islam. The teachers provide excellent role models both in discussion in class and their behaviour towards the pupils. Pupils demonstrate that they clearly know the difference between right and wrong.
4. Provision for pupils' social development is very good. The ethos of the school, with its commitment to its pupils' overall development and caring emphasis, makes a strong contribution to pupils' social development. Whole school assemblies, on topics such as developing team spirit, also make a strong contribution. Frequent reinforcement of the Behaviour Management policy and 'Clouds' system offers the pupils a clear message about acceptable standards of behaviour. Pupils are consistently encouraged to act responsibly in class and about the school. The religious education curriculum, which considers the rules and duties of the main world religions, places strong emphasis on why people should keep the rules and reinforces this message. Particularly good opportunities for the pupils' social development are provided for interaction with a wide range of adults from Museum outreach teams and the world of entertainment. This serves to enhance the very good role models provided by all the adults in the school. Very good opportunities are provided for the pupils to develop their social skills through visits including an annual residential opportunity for pupils to visit the Isle of Wight. There are regular opportunities for collaboration through group work in most subject lessons and within team games in sporting activities.
5. Provision for the pupils' cultural development is very good and provides a stimulating environment for the pupils. There are plenty of good opportunities for pupils to develop their understanding of the heritage of both western and non-western countries through the visits programme. Art enables pupils to consider the work of artists from a range of cultures. For example, Japanese plants are used as the model for flower drawings. In history lessons, in local history and ancient and modern history modules, pupils build a picture of how their heritage develops. Geography units consider the local environment and also enable the pupils to make comparisons with very different localities within the British Isles as well as the wider world. Units of religious education work not only include other faiths, but emphasise respect for other religions. Regular opportunities are provided for pupils to develop their cultural awareness in lessons through educational visits. For example, the Nursery children go to the local park to find leaves and conkers to develop their observational and drawing

skills. In Key Stage 2 geography groups compare pictures and maps of Brixton in the past with Brixton now, and visit landmarks and buildings within the locality. Extra curricular provision is very full. As well as competitive and recreational sport, including horse riding, it includes an exciting programme of cultural opportunities. For example, the pupils are offered visits to galleries, concerts, exhibitions and orchestral workshops, which provide very good opportunities to work with professional musicians and visiting poets.

Support, guidance and pupils' welfare

1. The school makes very good provision for the care, guidance and welfare of its pupils. The school is situated in an area of high social deprivation. Two thirds of its pupils are eligible for free school meals, over 40 per cent have special needs, and a similar number have English as an additional language. In answer to the questionnaire, 89 per cent of parents say the school is approachable if there are problems. Parents at the pre-inspection meeting are confident that the school looks after their children well. Its high quality of care plays an important part in lifting its pupils to success. Each morning, it holds a breakfast club in the Nursery. Well supported by pupils of all ages, the club gets their school day off to a bright and lively start.
2. Procedures for monitoring the pupils' academic progress and personal development are very good. The school sets targets for all its pupils, including the more able. It reviews these targets every term. These targets cover personal development as well as academic progress. In the annual reports on pupils, parents and pupils each contribute their own comments on the report, and every report seen includes specific targets for each pupil. The school provides very strong support for children with special educational needs. It employs two teachers specifically to support pupils with English as an additional language.
3. The excellent behaviour and discipline policy includes praise and incentives for positive behaviour. Each week, an assembly focuses on pupils' achievements. The 'Clouds' system is effective in helping pupils with behaviour difficulties to resolve those difficulties. The playground is small. In the week of the inspection, resurfacing of the games area made the space even tighter than usual, but the supervision arrangements helped ensure good behaviour. The behaviour policy includes provision to resolve any bullying incident quickly. The school's behavioural policy is applied equally to pupils with emotional or behavioural difficulties. This provides a stable environment for all pupils. The use of group individual educational plans in some classes for groups of these pupils is an effective strategy producing good results.
4. The school has very good procedures for monitoring absences, and works hard to improve attendance. It uses its computer system to track the patterns of individuals and classes, and follows up speedily when necessary. The educational welfare officer provides good support. Registration and record-keeping fully meet the statutory requirements.
5. The school takes good care for its pupils' welfare. It has two medical rooms. Its first aiders are trained. However, as a result of a delay in their training last term, their certificates now need renewal. The school uses the local authority's child protection policy, and works closely with local agencies. The Headteacher is the designated teacher, and all staff are aware of the requirements. The school has good health and safety procedures, based on the local authority's policy. The governors' premises health and safety committee has already carried out a health and safety inspection this term. The premises officer checks daily for health and safety, and attends to minor repairs as required.

6. The amalgamation of the infant and junior schools has required extensive refurbishment of premises in the past two years. Contractors have completed some work very recently, and some health and safety concerns remain unresolved. There are leaks from the tank room and in a toilet on the upper floor. There are leaks from the newly replaced roof, and from blocked gutters near two down-pipes. A contractor was replacing sharp-edged fencing around the reception playground at the time of the inspection. The doors from the school to the playground are not fire doors and would not push open easily in case of an emergency. The front nursery door is not a suitable fire exit.

Partnership with parents and the community

1. The school makes very good use of its partnership with parents and the community. Parents say that the school has an open door policy.
2. Communication with parents is very good. Parents say they have a lot of contact with the teachers. Some mention particularly the support they receive from the administrative officer, who is ready to give help at the end of the phone. Parents can discuss their child's targets with class teacher, both at formal consultations and informally. The school has a room where parents meet. It makes very good use of its parents' notice board and the frequent newsletters. An informative, useful booklet helps families settle their children in to the Nursery. Parents say the annual reports on their children are very good, and the inspection findings confirm that these reports are of high quality. They provide individual and detailed comments on pupils' progress, and they set targets. There is a space for parents' comments on the back of the report, and parents do fill it in. The Special Needs Co-ordinator, with the considerable help of the dedicated governor with responsibility for special needs, has worked very hard to communicate with parents, providing clear explanations of the special need processes and how pupils will benefit. This has been very successful. Parents are becoming more responsive to school communication and involvement in reviews is growing. The prospectus and the governors' annual report to parents are clear and attractively produced. However, the governors' annual report omits information on access for disabled pupils, and term dates. The prospectus omits rates of absence. The school is aware of these omissions of statutory requirements, and has undertaken to rectify them.
3. Parents' involvement in their children's learning is good. Parents are very eager to participate. A large number hear their children read at home regularly. However, contact through the PACT (Parents and Children Together) home reading scheme and the other reading records has yet to be developed fully, and it varies in effectiveness between the classes. Parents' help in the school includes a parent with professional library skills who helps catalogue and classify the books in the school's new library. Parents accompany trips. They support special activities such as "book week". The school does not have a formal parents' association, but a group of parents organises social and fund-raising events.
4. The school has good links with the community. It makes full use of its position in the heart of Brixton, and its closeness to national museums, art galleries and West End theatres to extend pupils' learning across the curriculum. Pupils' cultural visits include film weeks, orchestral music at the Royal Festival Hall, opera at the Savoy Theatre and Van Dyke at the National Gallery. They participate in the junior citizenship scheme run by the Metropolitan Police. The many sporting links include cricket coaching at Lord's, soccer at Crystal Palace, an introduction to American football, basketball at a local club and a tennis trail. The ACCRA community association provides further sporting and cultural activities, and helps pupils of all ages with English and mathematics. Older pupils go on annual residential visits. This year they performed on stage and stepped in dinosaur footprints on the Isle of Wight.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

1. The school benefits from outstanding leadership provided by the Headteacher. He has a very clear education vision, which is very strongly supported by the Governing Body, senior management team, staff and parents. The Deputy Headteacher is very effective and contributes to the smooth running of the school through her pastoral work, management of support staff and the implementation of the behaviour and attendance policies. The senior management team is very effective and contributes to the day-to-day management of the school, which is very efficient, friendly and effective. All staff are familiar with school routines and work very hard to create an orderly and effective learning environment. Everyone contributes extremely well to the team. This promotes the generally high standards of behaviour and excellent relationships throughout the school. The support of the administrative staff is very effective and helps to support the management of the school. Since the last inspections in both the infant and the junior schools prior to the amalgamation, the present school has managed the changes effectively and the rate of improvement has been good. With the excellent leadership, very effective management, support of the Governing Body and parents the school is well placed to continue to make very good improvements in all aspects of the school's life.
2. The Governing Body is very supportive of the school and has very positive working relationships with the Headteacher and staff. The Chair of Governors and the Headteacher meet regularly. The minutes of meetings indicate that the Governing Body is involved in the strategic management of the school. Good systems are in place for governors to visit the school to monitor new initiatives and standards. The governor responsible for literacy has visited classrooms to observe the new strategy and is in a good position to inform the Governing Body of its successful implementation. Each governor is encouraged to oversee a particular subject in order to become more informed about the curriculum. Statutory requirements are met, with the exception of minor omissions in the Annual Governors' report to parents, and not meeting all requirements in information technology.
3. The Headteacher has been working to strengthen and extend the management role of all subject co-ordinators, in order that they are fully involved with monitoring both teaching and curricular development. The English co-ordinator has had good opportunities to monitor the successful implementation of the Literacy Strategy. These more formal opportunities have yet to be extended to all co-ordinators to complement the good support, guidance and training they offer to staff. Formal testing and teacher assessment takes place throughout the school. The Headteacher and senior management team use this information to set realistic targets for future achievements. Targets to reflect the changes in the ability levels of the pupils in each year have been realistically set for English, mathematics and science in both key stages. Already the school has identified gender differences, girls outperform boys in Key Stage 2; strategies to improve this situation are being sought.
4. The Deputy Headteacher is the very good special educational needs co-ordinator. The management and organisation of provision for pupils with special educational needs is very good. Consequently pupils make good progress in relation to their prior abilities. Each pupil has a dedicated individual file which contains a detailed history of concerns, stages on the special educational needs (SEN) register, individual educational plans (IEP's), reviews, attainment and progress. The school ethos values the individual. There is a strong team commitment to special educational needs, with good communication between all those working with the pupils. The Code of Practice is fully met.
5. Management of the provision for Under Fives is excellent. There is a clear commitment to high standards and recently introduced systems and procedures for planning and monitoring progress are

used efficiently to provide a supportive learning environment. The co-ordinator makes regular visits to Receptions classes to monitor the quality of provision and the progress of the children.

6. The School Development Plan has evolved over the last two years; it is a good working document and clearly outlines priorities for development and to continue to raise achievement. It is written as a result of consultation with staff and governors, and reflects national, local and school priorities. National issues have taken up a great deal of the time recently. However it has been appropriate for the school to address standards in both literacy and numeracy. The governors are aware of the need to set up more rigorous systems to monitor the effectiveness of some of their decisions.
7. The ethos of the school is excellent, and reflects its aims, values and policies. A very strong commitment is made to higher achievement. Excellent relationships are evident at all levels. There are very positive attitudes, an effective learning environment with excellent procedures to promote discipline and good behaviour and equality of opportunity, where all individuals are highly respected and value.

Staffing, accommodation and learning resources

1. The school has a good provision of staffing, accommodation and learning resources to meet the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. It has strengths in the expertise of its senior teaching staff, in the number and experience of its support staff, and in the high quality of the newly refurbished classroom accommodation. At present, the school does not have enough computers.
2. The school has good teaching staff. The Headteacher is the former Headteacher of the junior school and makes very effective use of his knowledge of the pupils and their potential. The experienced Deputy Headteacher is the co-ordinator for special educational needs. In addition to the twelve teachers for the twelve classes, the school has two specialist teachers who support pupils who are learning English as an additional language. It has a peripatetic music teacher. It has two teachers in the Nursery. Two of the twelve class teachers are newly qualified. However, the extensive, relevant experience of other teachers ensures a good balance of experience, and there is also an adequate balance of subject expertise. Initial teacher training students help with the teaching during part of the year.
3. The good support staff include five assistants who support pupils with special educational needs, two who work with pupils who learn English as an additional language, and seven other learning support staff. Together they have a wide range of training and experience. Three administrative staff have the skills to support the teaching staff. The premises officer is highly experienced, and works hard to keep the premises in good, clean condition. The school has nine lunchtime supervisors.
4. The school provides well for the professional development of teaching and non-teaching staff. It carries out a wide-ranging programme each year. Much training takes place in the school. All teaching support staff participated in training for the Literacy Strategy. The school undertook extensive training in provision for special educational needs. It has a professional development programme in place, and arranges its training to meet the needs of the School Development Plan, and of individual teachers. It has good procedures for the training and mentoring of its two newly qualified teachers and two other relatively inexperienced members of the teaching staff. All learning support staff recently received training in health and safety.
5. Refurbishment of the former junior school buildings is now almost complete, and has provided good accommodation for the amalgamated primary school. The school admitted Key Stage 1 and Reception classes a year ago, and two additional classes this term. Even so, there are enough classrooms, and the

classrooms offer adequate space for the needs of the different year groups. There is a high standard of décor and cleanliness in the classrooms. However, some toilet areas still have not been redecorated. The three spacious halls accommodate assemblies, physical education lessons and lunches. The new library has attractive displays of books. The school has set a classroom aside for a new computer suite. Outside space is restricted, and one games playground was being resurfaced at time of the inspection. The Nursery is in an adjacent refurbished building, and there are plans to add conservatory and new entrance. Reception classrooms and the Nursery have adequate outside areas for play and learning for the under fives. In the inspection week, the reception outside area was temporarily out of use.

6. Resources are satisfactory in most subjects. The school supplements its own resources by making effective use of the local area, and facilities in Central London. Resources are good in English, as the school has purchased many new fiction and non-fiction books. The school has good resources in mathematics, religious education, physical education, and for the under fives. Resources are at present inadequate in information technology. The school has one computer for 21 pupils, compared with the national primary average of one per 13 pupils. This has an impact on the below average standards in information technology. However, the school plans to add significantly to its provision.

The efficiency of the school

1. The school has undertaken a general school review. The priorities and areas for development identified in this very good document are reflected in the School Development Plan. Throughout the plan the common thread is the school's aim of raising pupils' attainment. The school successfully raises the standards of attainment of its pupils in English, mathematics and science. On entry to the school, pupils' knowledge and understanding and levels of skill in these areas are well below average. When they leave the school at eleven years of age attainment in these core subjects is broadly in line with national expectations. Pupils with special educational needs make good progress in both key stages.
2. Budget setting is very well developed. All budgets are monitored efficiently by the governing body who are developing their role of partnership in management well. Priority in financial planning is focussed on achieving good quality teaching and support staff. The Headteacher and governors are developing systems for the accurate costing of priorities in the school development plan. These are not yet in place.
3. Since its amalgamation there has been no external audit of the school's finances. This was planned to take place during the week of the inspection but was thoughtfully postponed. An audit of the school's finances will be undertaken shortly after the inspection. The senior management team and the Governing Body of the school welcome this.
4. Day-to-day administration is very efficient. The various responsibilities for ordering and checking goods, authorising and make payments are well distributed between management and clerical staff and are very secure. The school has its own form, which is attached to delivery notes and invoices. This is annotated and initialled as each step of the process is completed.
5. The school's clerical and financial officer gives very good support to the Headteacher. She provides high quality financial monitoring information for governors and, together with her assistant, provides a friendly and highly efficient welcome to the school. The financial support officer of the local education authority is highly regarded and his advice is regularly sought and acted upon.
6. The Headteacher constantly audits the skills records of members of staff. This information, together

with the requirements of national priorities and the priorities of the School Development Plan, guide the highly efficient use of funds for staff training and professional development.

7. Expenditure is average for this type of inner London school. Resources have been improved in key areas and overall resources for teaching and learning are satisfactory. Support staff are well deployed and provide a very positive impact on the school's education provision, especially for pupils with special educational needs.
8. The school's accommodation has been greatly improved and improvement work was continuing on outside areas during the inspection. The buildings now provide good areas for teaching and learning and are used very well. The standard of teaching in all areas of the school is good. The highly consistent application of the very good policy for behavioural management promotes very good pupil attitudes and good behaviour. The school's provision for spiritual, moral, social and cultural development is very good.
9. Taking all these factors into account, together with the school's situation in the community, the good progress pupils make from very low attainment to average and above average standards, the excellent leadership of the Headteacher and the strong teamwork of all who work in the school, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. Since the last inspection report, a new separate Nursery has been added and the location of the two Reception classes has moved to the main building. The school has continued to build upon the good standards identified in the last inspection report. Children attend the nursery either part time or full time and start Reception class during the term in which they are five years old. Most pupils enter the nursery with standards well below that expected for their age. The proportion of children that have learning, speech and behavioural difficulties is well above the national average. The Nursery and Reception classes provide a warm caring environment. There is a purposeful programme of meetings with parents and carers before entry into Nursery and again when children enter the Reception. Home visits are made. Children are quickly settled into daily routines.

Personal and social development

2. In their personal and social development, children in the Nursery make very good progress and standards are above average by the time they enter the reception classes. Children learn to listen to the teacher, follow instructions, and co-operate with classroom routines. They take turns cooking in the home corner or playing with the water tray. Children are provided with very good role models. They learn to consider others and be friendly. They learn social skills during meal times. Most children sit quietly and listen to a story together. In the Reception classes, children continue to make very good progress in their personal and social development. By the time they are five years old, their standards are well above average overall. Children understand the need to follow class routines and always sit quietly during registration. Pupils learn how to line up patiently to go out to play and put their hands up to answer questions. They behave very well in special whole school assemblies and readily join in saying prayers. Children show a willingness to share books and take turns playing with sand in the classroom. The quality of teaching and support for children's' personal and social development is very good and teachers' expectations are very high.

Language and literacy

3. Although, children in the Nursery make very good progress and high attaining children make excellent progress, standards of attainment are generally below that expected for their age. Many children have special support for their language delay or their difficulty in communicating in English. Children who find it hard to listen and converse with one another are given very good guidance. There are very few children with standards above that expected for their age. The very broad curriculum helps pupils to speak and communicate about a wide range of topics. Children will discuss the conkers and berries found on a visit to a park. They show satisfactory listening skills when hearing stories about "Hairy Bear." Most children attempt to write their name with a few above average children being able to copy short sentences when writing about their weekend activities. In their reading, children show good enjoyment of books. Above average children have a very good sight vocabulary. In the Reception classes, children continue to make progress in their language and literacy skills. Overall, standards are still below that expected for their age. In their speaking and listening, children's progress is good. Their language is imaginative when offered an exciting stimulus, such as when trying to describe a lemon or the texture of clay. Children listen for longer periods and answer questions on the sounds of the letters of the alphabet. In their reading, children develop good attitudes and habits. They recognise that a capital letter starts a sentence and talk in simple terms about their favourite books "Barnaby Bear" and "The Jigaree." In their writing, children hold pencils correctly and write short sentences about their holidays, a few above average children copy words from a dictionary. Overall, standards in writing are in line with that expected for their age by the time they are five years old. The quality of teaching in language and literacy for children is very good overall.

Mathematical

4. In mathematical development, children in the Nursery make good progress, but their overall standards are often still below that expected for their age. Children learn how to sing action and number songs often made up by teachers to link in with the class topics. An understanding of volume is developed through the sand and water play. Children count up to five and distinguish between the concepts of big and small, tall and short. Above average children recognise circles, triangles and rectangles. They arrange objects in a jigsaw puzzle in order of size and sort seeds and leaves into similar types. In the Reception class, children continue to make good progress in their mathematical development. However, by the time children are five years old, standards are below that expected for their age. Children learn to count the fruit eaten by the "Hungry Caterpillar." Above average children understand the concepts of length and measure using non-standard units. Children sing action songs and rhymes and play matching games with dice. There is a good understanding of the properties of shapes and most pupils can recognise circles, squares and triangle. The quality of teaching is good overall.

Knowledge and understanding of the world

5. In their knowledge and understanding of the world, children in the Nursery have standards that are in line with those expected for their age. They make good progress. Children are confident in the use of information technology. They use a mouse and move shapes around the computer screen to make pictures. Children have a very good awareness of their local environment through walks to the park and the school grounds. Visits are made to Brixton market and a farm. Visits are well planned and linked with topics. Visitors to the Nursery including parent helpers, puppet groups and these contribute to pupils' understanding of the world around them. In the Reception classes, children continue to make good progress in their understanding of the world around them. By the time children are five years old they have achieved standards similar to those expected for children of this age. They correctly name different parts of the computer and move the mouse to paint pictures and play matching games. In science lessons, children identify which objects will float or sink and the properties of different materials. They have a good awareness of different religious beliefs and the importance of celebration of events such as Guru Nanak's Birthday and Christmas. Teaching is good overall.

Physical development

6. In their physical development, children in the Nursery make good progress and by the time they enter the Reception classes standards are similar to those expected for children of this age. In their fine motor control and dexterity, many pupils learn how to hold crayons correctly. Children develop satisfactory skills of hand-to-eye co-ordination through cutting paper and card. When playing on the outdoor apparatus, children climb with increasing confidence. In the Reception class, pupils make good progress in their physical development, particularly in their pencil control standards of handwriting are broadly in line with expectation for age. Children's dexterity is further developed through various arts and craft activities, use of construction toys, games, and malleable materials. There is good use of the computer to develop hand-to-eye co-ordination. Children have formal lessons to support their physical development when they learn to balance on benches. The quality of teaching is good overall.

Creative development

7. In their creative work, children in the Nursery make good progress and standards are similar to those expected nationally for children of this age. Most children learn to express themselves using a variety of mediums. They draw and cut around shapes to make pictures of themselves and use clay to make a

basket of fruit. Childrens' creative play is further developed by playing untuned instruments. They sing songs about birthdays and harvest and happily join in action rhymes. There are a wide range of opportunities for children to express themselves through dressing up, or in role-play situations. The quality of teaching is good overall. In the Reception classes, children's creative skills continue to develop well, so that by the time they are five years old, they have made good progress and standards are satisfactory overall. Children continue to express themselves with different mediums and draw pictures of themselves in charcoal or paintings of blue figures in the style of Matisse. More able children have opportunities to express themselves creatively through their emergent writing. There are not enough opportunities for pupils to choose their own materials and resources, such as when making "junk models." The quality of teaching in creative development is good in the Nursery and satisfactory in the Reception classes.

8. The quality of teaching is good overall and is very good in the Nursery. Children leaving the Nursery and entering the Reception classes are well prepared for their next stage of learning. There is excellent support for children's welfare. Provision for children with special educational needs is very good. Strategies for promoting numeracy and literacy are excellent. Relationships between staff are excellent and strongly support children' personal and social development. Management of under fives is excellent. There is a determined drive to continually improve provision and support children's personal, social, physical and intellectual development. There is strong and effective emphasis on promoting pupils' moral and social development.

85. ENGLISH, MATHEMATICS AND SCIENCE

English

1. In 1998, when pupils left the school at the end of Key Stage 2, attainment recorded in the National Curriculum tests was well below the national average in English and in line with the results of similar schools. 58 per cent of pupils achieved Level 4 or above, which is well below the national average, while three per cent reached Level 5, which is well below the national average. Last Year in the 1999 National Tests 58 per cent achieved a Level 4, with four per cent at Level 5. This is broadly in line with the average for Lambeth. At present there are no national comparisons. In the last three years there has been a steady improvement in standards from 17 per cent of pupils reaching a Level 4 or above in 1996, 23 per cent in 1997 and 58 per cent in 1998. The predicted figures for 2000 suggest that approximately 65 per cent will attain a Level 4. A percentage increase of 41 is most impressive. This improvement has been brought about by the schools' determination to raise standards in literacy. A high proportion of curricular and support time and in-service training has been devoted to English recently. The introduction of the National Literacy Strategy ensures the subject still remains a priority.
2. In 1998 in the National Curriculum Tests at the end of Key Stage 1, 81 per cent of pupils achieved Level 2 or above in both reading and writing which was close to the national average. Compared with that in similar schools with pupils from a similar background, pupils' performance was well above the national average in both reading and writing. In reading there was a slight increase in 1999 and targets for 2000 show a further increase. In writing there was a ten per cent increase in 1999, while targets set for 2000 are 87 per cent. The school quite rightly takes into account the differences that occur from year to year in its target setting, to reflect the differences in the ability levels of the pupils in different year groups.

88. Inspection findings show attainment in English to be just below the national average at the end of Key Stage 2, and close to the national average at Key Stage 1. Although standards are improving in Key Stage 2, they are still not quite high enough to reach the national average. Progress throughout the school is good overall. From well below average in the Nursery, children make good progress, and enter the Reception class with below average achievement. Good progress continues and by the end of Key Stage 1 standards are close to the national average. The rate of progress throughout Key Stage 2 is satisfactory. Although many older pupils make at least satisfactory progress, and often good progress in lessons, they have not had the full benefit of the Literacy strategy upon which to build their skills and knowledge. Pupils with special educational needs and for whom English is an additional language receive effective support and make good progress. The successful implementation of the National Literacy Strategy, coupled with good teaching, has begun to raise attainment.
- 88.
89. The school has carefully analysed the test data along with teachers' assessments to check for gender and ethnicity variations. Pupils with English as an additional language make good progress, and often reach the higher levels in the national tests. Several pupils in Year 6 have targets to achieve at least a Level 4, with a few Level 5. Girls outperformed boys in the tests at Key Stage 2, but there is little difference at Key Stage 1. The school is in the process of analysing data and has identified lower levels of achievement of boys in classes in Key Stage 2. It intends to target these pupils with additional support and appropriate resources.
3. Overall standards of attainment in speaking and listening are broadly in line with the national average throughout the school. However, the standards achieved and progress made in the development of listening skills are better than those in speaking skills, and are, at times, good. Good opportunities are given for the pupils to both listen and speak to audiences in assemblies. Children are confident and enjoy performing to an audience. Although role-play takes place in Key Stage 1, there are limited opportunities for class lessons in drama throughout the school. This was the case in the Junior school at the last inspection. In Key Stage 1, many of the pupils listen well and respond confidently to questions, particularly in the literacy hour; for example, when they discuss events in the story 'Minnie and the Champion Snorer' in a Year 2 lesson. By the end of Key Stage 2, many pupils listen well in discussions and build on other pupils' contributions, not only in literacy lessons but in other subjects as well. Year 5 pupils could confidently discuss their visit to Brixton station to look at a statue for an art lesson. Some children, however, have poorly developed skills in speaking and, although confident speakers, they have a limited vocabulary and do not speak with clarity. This hinders development in literacy across the curriculum, in particular when they have to explain their work. Pupils for whom English is an additional language are supported well in feedback sessions by the class teachers and language support teachers.
4. Attainment in reading is average at the end of Year 2. Standards are rising and good progress is made through the key stage. Pupils are already benefiting from the introduction of the literacy hour and the increased focus on literacy throughout the school. They enjoy the 'shared text' sessions and work hard in these sessions. They usually make good use of phonics and graphic cues and use contextual clues to establish meaning. Most pupils have a good understanding of the role of the author, how books are set out and where to find the title. However, few know the difference between fiction and non-fiction. They read texts with increasing fluency and enjoyment and show in discussion that they understand them, as in a Year 2 class when pupils were able to join in and read the text from 'On the Way Home' with good expression.
5. Good progress is maintained and standards in reading are close to average by the end of Key Stage 2. Some pupils are attaining the higher levels, but too few to raise the standard overall. Some pupils in Key Stage 2 do not have enough practice at home in reading, this hinders their progress. During the literacy hour most pupils are able to use dictionaries to find and explain unfamiliar words. In Year 3 pupils know about finding information from the Children's Encyclopaedia on the CD ROM. Pupils in

Year 4 read their 'big book' with understanding and are able to find quite challenging homophones in the text, flour / flower and no / know. Pupils in Year 6, when reading 'The Lion, Witch and the Wardrobe', use contextual clues to gain information about characters, using inference and deduction. Pupils are not taught library skills systematically and do not have a great understanding of how to use classification systems for both fiction and non-fiction books. Together with the limited access to the library recently, this lack of skill limits the opportunities for pupils to undertake work independently.

6. Attainment in writing is in line with the national average for pupils reaching Level 2 and above. Improvements are evident and some pupils make particularly good progress in Year 2. A good range of work is provided and pupils present their work with reasonable care. They write in a variety of forms in other subjects. For instance, pupils in Year 1 wrote simple sentences to accompany the illustrations in their 'bee' books and about their favourite food. In Year 2, pupils write instructions on how to make a cake, and good use is made of adjectives to describe materials in science. They write instructions, book reviews, labels and stories using appropriate language and format. They attempt to spell words using phonics, and more able pupils are spelling simple words and punctuating their work correctly. Most pupils still print, but form their letters satisfactorily so that they are able to read back their own writing.

94. Attainment in writing at the end of Key Stage 2 is just below average. Progress is steady throughout the key stage. Older pupils have an understanding of the basic skills, but often lack the ability to use exciting and interesting language, particularly when writing stories. Punctuation and spelling are usually correct, and above average pupils have a satisfactory understanding of the use of paragraphs and parts of speech. Pupils in Year 4 use a good range of adjectives in their poems 'Saved by the Bell', whilst pupils in Year 5 can identify similes in poetry. The quality of handwriting is variable. At best pupils write in a neat cursive script, but a significant proportion of pupils throughout the key stage write using a mixture of print and cursive script. There continues to be a good range of writing appropriate to different subjects. Evidence was found of letters, instructions, book reviews, play scripts, historical accounts, science reports and posters. For instance, pupils in Year 3 could describe the features of their local community, whilst Year 6 pupils could write detailed accounts of Mary Seacole and other notable black people in history. In science, posters giving clear explanations of forces were set out.

7. The pupils' attitudes to the subject are good, including most pupils with special educational needs. They have positive attitudes towards their work and enjoy the shared text sessions in the literacy hour, as observed in all classes. Many pupils concentrate, persevere with their work and work within time limits, although some are not always independent and do not complete their tasks while the teacher is working with other pupils. Pupils for whom English is an additional language work equally hard, have positive attitudes to literacy and have good relationships with their class and language support teachers.

96. The quality of teaching is good overall and never less than satisfactory. Nearly two-thirds of the lessons observed being good or very good. The teachers have worked hard to implement the National Literacy Strategy, which they do with a good understanding of the requirements of the strategy and a secure knowledge of English. The shared text work and plenary sessions are usually good or very good, but not all teachers manage to promote independence in the group sessions. Progress is good throughout the school, as teachers consistently set high standards and make it clear to pupils that they must do their best. The management of pupils is a high priority by both teaching and support staff, and the majority of pupils behave well in lessons. Teachers establish good relationships with the children, use question and answer sessions effectively and use praise and encouragement well. Homework is satisfactory, with pupils in Key Stage 1 taking home reading on a more regular basis than older pupils. Reading records provide a useful link with parents but practice varies widely. The school is aware of the need to encourage parents to share books with their children. The library was underused during the inspection due to re-organisation. This limits the teaching of library skills and opportunities for pupils to undertake research on their own.
8. Day-to-day assessment is satisfactory. Marking is variable, at times it is very good and supportive, and gives the pupils a clear idea on how to improve their work. At other times work is not marked, nor is there any insistence on finishing work or improving presentation. Planning is mostly good, although in some classes learning objectives are not explicit and assessment opportunities are not identified.
9. The subject meets statutory requirements and the implementation of the National Literacy Strategy progressively enables a development of skills. The curriculum co-ordinator is highly motivated and committed to raising achievement in literacy in the school. She has good opportunities to monitor the impact of the literacy hour with the Headteacher and Deputy Headteacher. Tests to monitor progress are in place and with teachers' assessment, this enables the school to set challenging, yet realistic targets for improvement for every child.

English as an additional language.

1. The number of pupils for whom English is an additional language is above that in most schools. Nearly half of all pupils enter the school with English as an additional language. They have different degrees of competency in speaking and understanding spoken English. Some of these pupils are refugees or Travellers' children. They often come from traumatic and troubled backgrounds. Some pupils for whom English is an additional language are supported by two teachers and several classroom assistants funded by the Ethnic Minority Achievement Grants (EMAG), formerly known as Section 11. The school is continuing to support those pupils with English as an additional language as well as developing policies and procedures to ensure effective deployment of the staff and resources.
2. Some of the pupils who receive EMAG support have difficulty communicating and understanding what is said to them during lessons. They are at the early stages of acquiring fluency in the English language. This often affects their progress and attainment. This is particularly noticeable where there is no other specialist provision or classroom help. Often their sense of self-esteem is low and they are apprehensive when first starting school. However, many pupils by eleven reach standards of achievement in the classroom and in National Curriculum tests which are generally at least as good as their peers, and in some cases better. In the recent data from Lambeth, pupils for whom English is an additional language outperform their peers. This is also the case in the school.
3. The quality of teaching and support, provided by the EMAG teachers, is good overall. Lessons take into account what pupils are currently learning in the classroom. There is close co-operation with the pupils' class teacher. This ensures that support provided helps the pupils to have a better understanding of the curriculum being taught. Some formal assessments are also made of pupils' standard in spoken English. The teachers know the pupils well and understand their personal and

social needs. There is effective use of praise. Useful learning materials for history and geography are also made. Lessons are conducted at a pace that is supportive. Pupils will happily make several attempts at trying to type a word on the computer for example, without fear of failure. This helps to promote a secure environment for learning.

4. The school has good relationships with parents of pupils receiving EMAG support. Parents are very appreciative of the efforts made by the school to support their children's understanding of English, general academic work or behaviour. Where appropriate, the staff will arrange meetings to discuss concerns with the parents of the pupils they support. They will also attend open evenings and when necessary, give guidance and advice on social or personal matters. A toy library takes place on a regular basis in the nursery.
5. There are some evaluations made of pupils' progress, detailing what pupils have learnt. However, there are no formal assessment procedures in place and methods to monitor progress against these learning targets are not consistent between the key stages. Consequently, there is not enough information available to inform the management of the school of the effectiveness of the deployment of EMAG staff and the use of resources.

Mathematics

1. The results of the 1998 end of key stage tests and assessments showed that by the end of Key Stage 1 pupils' performance was above the national average at Level 2, the expected level for seven year olds. The percentage of pupils reaching the higher Level 3 was well above the national average. In the 1999 tests the percentage of pupil reaching Level 2 and above remained the same but there was a slight fall in the number of pupils reaching the higher Level 3.
2. In the 1998 tests the results showed that by the end of Key Stage 2 the percentage of pupils reaching at least Level 4, the expected level for eleven year olds, and above was above the national average. The percentage of pupils reaching the higher Level 5 was well below the national average. Standards overall are average when compared nationally and well above the results of pupils in similar schools. In the 1999 tests the percentage of pupils reaching Level 4 and above fell dramatically, while the number of pupils who reached the higher Level 5 more than doubled. At present there are no national comparisons. The school identified poor mathematics teaching in Year 6 last year and put into effect specific measures to remedy this. However, this was too late to have a marked effect on the 1999 tests results.
3. The teaching of mathematics in Key Stage 2 is now more effective. Specific pupils are being targeted and booster classes have been arranged. The school target is to return test results to at least their 1998 levels in the year 2000. Inspection evidence confirms that this is an attainable target.
4. At the last inspection standards in both the old infant and junior schools were in line with national expectations. Inspection evidence shows that this is still the case. At the end of Key Stage 1 average pupils recognise odd and even numbers, count on to 200 and back from 50, understand place value to hundreds and add and subtract within 100. They can find halves of numbers to 20, multiply by 2, 5 and 10 and complete and extend number patterns. Pupils learn to tell the time, use non-standards units such as hands and feet for measuring distances and begin to use centimetres and grams. They match everyday objects to regular three dimensional shapes, interpret data from given information, for example weather patterns, and use their mathematical knowledge in other areas of the curriculum such as science and history. Pupils enter the school with below average mathematical abilities. Having poor language skills further handicaps a sizeable minority. Progress in Key Stage 1 is good to reach average standards by the age of seven.
5. At the end of Key Stage 2 average pupils can recognise and write numbers in tens of thousands, round numbers to the nearest ten or hundred, use all four signs in number, multiplying to two decimal places and divide numbers in thousands by single digits, 10 and 100. They add and subtract fractions, recognise a good range of two-dimensional shapes, use all standard weights and measures and produce block graphs from information they have gathered. Pupils solve written problems by deducing and solving calculations in number and money. Progress in Key Stage 2 is aided by growing language skills for a sizeable minority of pupils and, across the key stage, progress in mathematics is satisfactory.
6. At the end of Key Stage 2 in 1999 girls outperformed boys in mathematics by 63 per cent. The figure for Lambeth shows that girls outperform boys by 41 per cent while the national picture shows boys outperforming girls by 1 per cent. The school explains this anomaly by showing that the girls in last year's Year 6 group were unusually more able than the boys and were less affected by the poor teaching in that class.
7. The school's main curriculum focus in mathematics is number and numeracy. The coverage of shape, space and measure is suitably well covered and all pupils have experiences in gathering data and converting it into graphs. However, the use of different types of graphs is limited. Pupils use their mathematical knowledge and understanding in other areas of the curriculum such as history and science but the use of investigations is somewhat limited and teachers give pupils too much guidance and information. This limits the range of pupils' own investigations and discoveries.
8. Standards in numeracy are satisfactory in both key stages. The National Numeracy Strategy has been satisfactorily introduced and is already raising standards by encouraging pupils to examine how they

think mathematically. Further staff training is planned for later this term. The school has high hopes that when the Numeracy Strategy is fully in place it will have the effect of raising standards in both key stages.

9. The provision for pupils with special educational needs is good in both key stages. They are supported well in class and teachers take care to modify work to meet their needs.
10. Pupils' attitudes to learning are good. Most enjoy the subject and work with enthusiasm. Most pupils sustain concentration and persevere well with their work. There are a number of pupils with behavioural difficulties in all classes. The success of mathematics lessons is well contributed to by the consistent implementation of the school's good policy and high expectations for behaviour. Co-operation and collaboration between pupils is good when this is appropriate.
11. The quality of teaching observed during the inspection was satisfactory in Key Stage 1 and good overall in Key Stage 2. Out of four lessons observed in Key Stage 1 the quality of teaching was good in one and satisfactory in three lessons. Six lessons were seen in Key Stage 2 and the quality of teaching was very good in one lesson, good in two and satisfactory in three lessons. Teachers' knowledge and understanding of mathematics is good overall. All have high expectations for pupils' performance; management of pupils is a particular strength. Explanations are clear, specific vocabulary is consistently used and extended and in the best lessons the framework of the National Numeracy Strategy is fully implemented. In these lessons pupils learn from each other in the introduction and the lesson review. Pace is high and time targets for completion of work are used well.
12. Planning for mathematics lessons is sound in all classes. Procedures for assessing pupils work, including marking, are good and the use of the information gathered is satisfactorily used in planning future work. There is a good, knowledgeable subject co-ordinator who supports the teaching staff well. The scheme of work covers all aspects of mathematics and is a working document. It is suitably flexible and continually developing. The range of books and equipment for the teaching of mathematics is very good and all are used well.

115. **Science**

1. Since the last inspection reports, the school has continued to improve standards in the teaching and learning of science in both key stages. In 1998, at the end of Key Stage 2, the attainment shown in the National Curriculum tests was close to the national average. 71 per cent of the pupils achieved Level 4 or above, and 7 per cent achieved Level 5 or above. The attainment of the boys was well below the national average, but the attainment of the girls was well above the national average.
2. Teacher Assessment at the end of Key Stage 1 in 1998, showed that 94 per cent of pupils achieved a Level 2 or above, which is above the national average. The 1999 assessment tasks showed that pupil attainment at the end of Key Stage 1 is well above the national average. All pupils achieve the standards expected for their age. In Key Stage 2, pupils' attainment was broadly in line with national average. During the course of the inspection, scrutiny of pupils' work and lesson observations showed similar standards of attainment, although many pupils in Key Stage 1 are unable to orally express their knowledge and understanding well.
3. In Key Stage 1, pupils show good curiosity of the natural world and are learning to observe and record what they see. Pupils in Reception recognise and understand the differences between plants and animals and non-living objects. They can make simple hypotheses as to what will float or sink. They know about the growth of the body. In their study of building materials, pupils in Year 2 discuss where wood, brick or slate should be used in house building. Pupils also make predictions

on the effects of freezing on different substances such as oil and vinegar and explain the requirements for a "fair test." At the end of the key stage, overall standards are well above that expected for similar schools.

4. In Key Stage 2, pupils know how to conduct a wider range of experiments, selecting suitable apparatus and units in their measurements. In Year 3, pupils know how teeth are structured and can write about dental hygiene. In Year 4, pupils make a fair test to investigate the effects of heat on butter and chocolate. They know some changes are irreversible. Pupils in Year 5 have a more detailed understanding of the life cycle of animals and plants, as well as the properties of the sun. Pupils in Year 6 draw conclusions from observable evidence and use their scientific knowledge well to make predictions, such as that on forces and discuss the damaging effects of solvents on the body. At the end of the key stage, standards are above that expected for similar schools.
5. Progress is good in both Key Stage 1 and 2. Pupils in both key stages are making good progress in their investigative skills as well as in their knowledge of life and living process. Pupils in Year 4 make good progress in the understanding of reversible physical reactions to heat. In Year 2, pupils make very good progress in the study of materials. Progress of higher attaining pupils is good in Key Stage 1 and satisfactory in Key Stage 2. Where progress is at its best, the teacher builds upon the skills and knowledge learnt earlier. This is seen in the lessons investigating the waterproof nature of different fabrics. Pupils with special educational needs generally make good progress in science lessons. Progress is less noticeable for high attainers in some lessons due to the lack of specific provision to challenge and make demands on their abilities.
6. In most lessons, pupils' behaviour and responses are satisfactory or better. It is good overall in both key stages. Behaviour was unsatisfactory in two lessons where pupil management by the teacher was weak. Pupils show interest and fascination when observing demonstrations such as that of a flame on ice. During discussions, pupils are generally respectful and are willing to answer questions or demonstrate what they know. In Year 4, pupils are patient with their low attaining peers who need time to answer questions. Pupils are trustworthy and look after the equipment and materials used in experiments with care. Pupils work co-operatively in small groups, share equipment, and are respectful to the teacher. There is, however, a small minority of pupils who find it difficult to listen for long periods. These pupils become restless very quickly.
7. The quality of teaching is good overall in both key stages. In half of the lessons seen, teaching was good. Only one unsatisfactory lesson was observed. Teachers throughout the school have very high expectations. Their subject knowledge is good. This is reflected in the use of the correct scientific vocabulary such as that seen in the study of forces in Year 6. The use of questioning to assess what pupils know and to challenge pupils is very effective. Where teaching is at its best, the teacher is confident in the subject matter and the pace of such lessons is brisk. Resources are also used well to stimulate pupils, particularly those with English as an additional language. In the few lessons where teaching is less effective, pace is slow, and pupils become restless and bored. Not all teachers provide work suitable for both the low attaining and high attaining groups. Often the provision is in the form of expecting different amounts of written work. Teachers' marking is inconsistent. At its best, it is carried out regularly, comments are informative and pupils are given direction to improve their work.
8. Good management systems are being developed. There are two co-ordinators, one for each key stage. This arrangement works well and there is a sense of energy and purpose to improve standards of teaching and learning. New schemes of work are being introduced. Monitoring procedures have been established. The local environmental area is used for investigations into habitats, such as those of insects. The curriculum is well supported by visits to the museums and there is good support from a commercial company to promote pupils' understanding of energy and chemical reactions. Assessment procedures are developing satisfactorily. Those in place are not used enough to identify weaknesses in the curriculum or establish individual learning targets. There are some very good examples of the promotion of numeracy, as seen in the weighing of clay bears to evaluate observations on evaporation. Literacy is also well promoted when pupils write creative and colourful descriptions of fish or the smell of frozen soup. Although development of literacy is promoted through the writing of experiments

and investigations, the impact of these opportunities is lost when pupils' work is not marked consistently or regularly. There is some very effective use of information technology to support the teaching of science. The ethos for learning is very good.

OTHER SUBJECTS OR COURSES

123. Information Technology

1. Standards of attainment at the end of both key stages are below average.
2. By the end of Key Stage 1 pupils have acquired appropriate keyboard and mouse skills. They have some opportunity to use word processing and use a paint-box to design patterns when they print out independently. For example Year 2 pupils have designed and printed birthday cards. Vocabulary specific to computers is learned from the earliest age and is built upon satisfactorily.
3. By the end of Key Stage 2 pupils have made some further gains in word-processing skills. They have occasional opportunities to control the cursor on screen learning about angles of turn and on screen distances but these are too few to raise standards in control and modelling skills to an appropriate level. Some good use of computers is planned for example when writing up a recent visit to Brixton Railway Station, but the small number of computers limited the experience to a small number of pupils. Whole classes are taught how to access and research using encyclopaedias on CD ROM machines. This is good practice but again the time taken to allow all pupils worthwhile 'hands on' experience is insufficient.
4. Pupils' progress in both key stages is unsatisfactory. The school is not yet able to provide a satisfactory number of computers to enable pupils to have regular 'hands on' experiences. However, comprehensive planning is in place to greatly improve the situation. Nine specialist machines are on order which, when delivered, will be targeted on raising word processing skills in Years 5 and 6.
5. Professional development to raise the confidence and computing skills of teachers are included in the programme of development. A dedicated network with Internet links is planned for the year 2000 and the school has identified various areas of funding to provide the planned improvements.
6. Talking to pupils reveals that they have very positive attitudes to information technology. They are keen to use computers and show real interest whenever technology is involved in their lessons. Technology is soundly used to improve listening skills and standards in literacy through the use of tape recorders in classrooms.
7. Teachers are aware of the extra dimension that the use of computers can bring to the curriculum and many plan to include their use in lessons. The levels of knowledge and understanding of computers and competency in their use varies widely between teachers. Two whole class lessons were observed during the inspection, both in Key Stage 2. Pupils were taught how to access information on a CD ROM machine and research information in an encyclopaedia. The teachers' levels of understanding and clarity of explanations were good in both these lessons but in a large school this is insufficient evidence of teaching quality on which to base an overall judgement. From talking to the subject co-ordinator, the Headteacher and from the scrutiny of pupils' work evidence confirms that professional development is required to raise teachers' levels of understanding and confidence.
8. The co-ordinator, the school's senior management team and the Governing Body are aware of this

present weakness in the school's curriculum. Planning to raise levels of provision and pupils' standards is well advanced. The requirements of the National Curriculum are not met at both key stages in information technology.

Religious Education

1. By the end of both key stages pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. This was the case in the previous reports.
2. At the end of Key Stage 1, pupils at all levels of attainment, demonstrate in class that they understand and can recall the important features of a religion. For example, they fill in boxes correctly with information about Buddha's life. A pupil who has not developed language skills says "ellow" and colours the priest's robe correctly. Lower attainers, Special Educational Needs Pupils and those for whom English is an additional language, draw pictures to record what they have learned. These pupils copy labels or short sentences scribed by the teacher. Average or higher attainers write sentences or short paragraphs to give their own answers to factual questions about the life of Buddha or the features of Bhuddism. At a simple level, they are able to reflect on religion. In both written work and discussion, it is clear that they understand that dress is an important part of people's lives and religion. A new pupil shows a good grasp of the concept when she writes, "We wear school uniform to show that we belong together."
3. At the end of Key Stage 2, at least orally, pupils at all levels of attainment, clearly recognise what are the distinctive features of a particular religious faith. They all understand that the Five Pillars of Islam are the duties of a member of the Islamic faith and can list or talk about them. Lower attainers write very briefly or draw and label the symbols of religion. Special Educational Needs pupils, or those for whom English is an additional language, need support to express their ideas in writing. Higher and average attainers write with good understanding, about the rituals and practices of Islam. Higher and average attainers pick out similarities in the practices or beliefs of leading faiths. They explain that "Charity comes in Christianity and Judaism too" or that "Pilgrims are in both Islam and Christianity." The highest attainers when working independently, produce full, well researched descriptions of a religion with plenty of relevant detail.
4. At Key Stage 1, all levels of attainment, from a low basis at entry, make good progress through the key stage. In some lessons, progress is very good. Over time, at all levels of attainment, pupils build up their knowledge and understanding of the main world religions. In Year 1, pupils grasp the idea of a miracle, learn some bible stories, such as the story of Noah's Ark, and begin to understand and be able to talk about religious concepts, such as giving. By the end of Key Stage 1, pupils have grasped key features of major religions and recall a lot of detail about them. They are now able to talk fluently, and with some understanding about the main features of Buddhism, and record how the priests dressed. Higher and average attainers develop their writing skills to write brief sentences about the way the priests lived. Lower attainers draw or label pictures of religious symbols, dress or food. In relation to their prior attainment, Special Educational Needs pupils make good progress through the key stage, developing their basic understanding of beliefs and symbols and dress in religions other than their own and learning, through repeated retelling, some of the main religious stories.
5. In Key Stage 2, the progress of pupils with special educational needs and the highest attainers, especially girls remains good, while over time progress steadies for the majority of pupils. In class however, progress is often good. There is no difference in the progress of different ethnic groups. Overall progress is satisfactory. By the end of the key stage, pupils at all levels of ability have firmed up their ideas about the rituals and practices of the major religions and developed their ability to reflect on religion, using their own experience. Pupils are able to do more for themselves. For example, at all levels of attainment pupils develop their observation skills and pick out ideas about

Islam from a video. Pupils with special educational needs and for whom English is an additional language, make good progress towards the targets set for them, especially in developing their grasp of the ideas and in explaining them orally. Higher and average attainers also develop their research skills, using books available in class or the school library. Some pupils begin to work independently continuing their work at home. The highest attainers make particularly good progress in developing their writing skills and produce good pieces of extended writing, with full discussion of the topic studied.

6. Response is good. The pupils are attentive to the stories, listen well and clearly enjoy joining in singing. They contribute willingly to discussions offering their own ideas and suggestions. At both key stages, they show pride in their work and take pleasure in showing it to the teacher or to the other adults in the classroom. They collaborate well in group or pair work, generally stay on task, behave sensibly and persevere. Most written work is neatly presented and the majority is completed. Many pupils are very dependent on the support provided in a lesson, but at Key Stage 2, higher attainers research for themselves and work independently well.
7. Teaching is good at both key stages. At Key Stage 1, in their telling of stories and explanations, and at Key Stage 2, in answers to questions, teachers demonstrate that their subject knowledge of world religions is secure. At both key stages, transitions are smoothly managed and clear instructions and explanations are given. A thorough and well thought out scheme of work supports individual lesson planning very well. A good range of class activities include the use of stories, discussion, visits, visitors, artefacts such as vestments, or a Jewish seder plate and use of video. Carefully chosen activities and well managed discussion effectively stimulates the pupils' religious understanding and helps pupils learn from religion as well as about it. Some good use of song involves and motivates pupils and gives them a religious experience. Pace and tasks are matched carefully to the attainment level of specific groups. Higher attainers in Year 6 are given opportunity to carry out individual research. Lower attainers are supported well at both key stages. Expectations are generally high and pupils are consistently encouraged to move on to the next step. Class control and the management, especially of pupils with behavioural difficulties, is good. Available resources are used well to support learning. Day to day assessment is sound. Most written work is regularly marked, and in many cases informs the pupils of their standards and how to improve.
8. Effective subject leadership by the hardworking co-ordinator, good relationships with colleagues and strong commitment to improving standards well reflect the school's aims and contribute to the good learning environment, which is noticeable in religious education lessons.

Art

1. During the inspection only four lessons of art were observed. However, from work that was retained from last year, discussions with pupils and work on display, it was evident that pupils reach satisfactory standards. At both key stages satisfactory progress is made, including pupils with special educational needs and for whom English is an additional language. This is an improvement in Key Stage 2 from the last inspection where progress was unsatisfactory, and an insufficient range of work was observed. Where teachers have good subject knowledge and expertise, pupils reach higher standards.
2. Pupils use a wide range of materials, media and techniques, including three-dimensional work, to express their ideas. There is a growing development in pupils' skills and techniques. They handle tools such as pencils to achieve variations in the tone of their work. At Key Stage 1, pupils effectively link art and information technology when they draw bees, both on the computer and in pencil. There are good links with topic work. Progression in the use of and skills in clay are good. For example, pupils in Year 1 make simple heads linked with their topic work on 'Ourselves', while 'Grecian' artefacts

are made in Key Stage 2.

3. At Key Stage 2, pupils extend their skills with pencil when Year 3 pupils draw portraits of themselves and their peers based on their observations and knowledge of the work of 'Van Gogh' and 'Modiglian'. In Year 6, pupils further extend their observation skills to produce detailed still life pencil drawings. Year 3 pupils sketch patterns from around the school grounds and interpret their drawings into detailed collage work. Year 5 pupils express their views about a statue on Brixton station, and record their work using photographs, sketches and notes.
4. During discussions with pupils about their art-work, it was evident they enjoy the subject, particularly the trips to art galleries. Year 4 recently visited the Portrait gallery to carry out observational drawings of Victorian costumes, and Years 1 and 5 went to the 'Picasso' exhibition at the Royal Academy. These visits extend the pupils' appreciation and knowledge of art well. Pupils concentrate and are willing to modify their work in order to improve it, and they show pride in their finished pieces, as in the Year 3 lesson on collage.
5. Overall the quality of teaching is satisfactory, although when lessons are well planned and learning objectives are made clear to the pupils, results are good. Teachers circulate well during lessons and this encourages the development of pupils thinking, as well as allowing teachers to assess pupils' skills and their work. In less effective lessons, particularly when resources are inappropriate and planning inadequate, pupils quickly go off task and lose interest in their work. Teachers have secure subject knowledge and a few have considerable expertise, such as the co-ordinator who works alongside colleagues and teaches their classes. The current scheme of work helps teachers to plan the development of skills and knowledge. Overall, work in art makes an aesthetically pleasing contribution to the school environment. Work is evidently valued in the way in which it is displayed.

144. **Design and Technology**

1. Only one design and technology lesson was observed during the inspection week. Evidence is obtained from scrutiny of pupils' work, lesson plans and work on display. Discussions also took place with Year 2 and Year 6 pupils. Pupils' attainment in design and technology in Key Stage 1 is good and in Key Stage 2, it is satisfactory. There have been noticeable improvements in pupils' progress since the last inspection reports.
2. In Key Stage 1, pupils in reception have a good knowledge of the design and making process and design recipes for a fruit salad. In Year 1, pupils design and make musical instruments out of card. In Year 2, pupils design and make models of household furniture out of boxes. They can also talk about the layout and design of a playground and decide what features would be included. Pupils are able to make suggestions to modify their designs. Standards are good overall.
3. In Key Stage 2, progress continues to be good. Pupils in Year 3 can use pneumatic systems to make pop-up mechanisms and construct frames and axles to hold wheels. In Year 6, pupils can design model cars and planes with electric motors and higher attaining pupils can include gears. When making puppets, pupils can make articulated joints and cover the models with fabric clothes. Pupils' skills in making are occasionally very good and they use a variety of materials including saws and glue guns. Their ability to generate designs of their own and express opinions as to why changes should be made is less secure. Standards are satisfactory overall.
4. Pupils make good progress in Key Stage 1 and this is maintained satisfactorily throughout Key Stage 2. Here, pupils make better progress in their making than in their planning, and evaluating. In Key Stage 1, pupils are making good progress in their skills in putting forward suggestions for improvement. There is good progress in food technology. Pupils with special educational needs make

satisfactory progress throughout the school.

5. Pupils' attitudes are good across the school. During discussions, pupils in Year 2 and 6 showed a good interest in the processes of design and making. They are proud of their models and know of the importance of teamwork. The finished items on display around the school helps to raise pupils self esteem. During the single lesson observed, pupils were well behaved and paid good attention to the teacher.
6. The single lesson observed and the finished models on display suggest that teachers' expectations, knowledge and understanding is at least satisfactory and that teachers demonstrate many skills associated with satisfactory and good quality lessons. Planning is good with strong cross-curricular links to promote a sense of purpose. In Year 2, for example, pupils' knowledge of materials from their science lessons is linked with the design of household furniture. In Year 6, pupils use their knowledge of electrical circuits to include switches to operate motors and gears. Teachers make good use of materials and resources including those provided by specialist artisans from Shell Oil.
7. The two recently appointed co-ordinators show good leadership. They have quickly recognised the need to consolidated the schemes of work and reorganise the storage of equipment and materials. Resources are satisfactory but currently scattered due to building work. Assessment procedures are underdeveloped. There is good use of specialist teachers and classroom assistants to enhance pupils' experiences of the use of various materials and tools. There are good cross-curricular links with science and some lessons promote literacy very well by writing planning notes.

Geography

1. In 1996, attainment in geography at the end of both key stages was average. In lessons and work seen attainment remains in line with national expectations.
2. At the end of Key Stage 1, pupils use some subject specific terminology. They talk about the weather, the world, maps, places, continents, villages and cities and understand what they mean. They pick out countries such as Britain, India and Africa on a large map, and trace the journey of P.B. Bear from Brixton to Africa. Lower attainers and pupils with special educational needs record their work mainly in pictures, sometimes copying the labels scribed for them by their helpers or the teacher, while average and higher attainers write short sentences for themselves.
3. From a low base at entry, all pupils make good progress in geography through Key Stage 1. By the end of Key Stage 1 pupils, at all levels of attainment, develop a basic understanding of what a country is and how you travel to it. Higher and average attainers develop their ability to find information from a book or dictionary to define terms such as village or city and to answer questions about climate or how people live and to write the answer for themselves. Lower attainers and pupils with special educational needs improve their understanding of and ability to use geographical terms orally. They become more confident in locating countries on a map and in recording their work.
4. At the end of Key Stage 2, pupils discuss environmental issues confidently and give sensible reasons for their views. Sometimes pupils for whom English is an additional language contribute relevantly, but use their own language. Higher than average pupils notice more similarities and differences between environments or climates, for example of Britain and Jamaica, make good comparisons and write detailed answers to questions using information from books and atlases and occasionally from sources such as Encarta. With support, lower attainers find information and write briefly about locations, such as Llandudno.

5. During Key Stage 2, progress of pupils with special educational needs and the highest attainers remains good, whilst that of the majority of pupils is satisfactory. At both key stages, progress in class is often good. In relation to their prior attainment pupils with special educational needs make good progress through the key stages, towards the targets set for them.
6. By the end of Key Stage 2 the pupils develop their geographical skills satisfactorily. Mapping clearly improves. Year 5 pupils make a good attempt to draw a map of the North Wales coast. They develop their ability to ask relevant questions about physical and human features of geography. A Year 5 pupil improves his grasp of what kind of question to ask even though, he asks it in Spanish and the teacher translates and scribes it for him in English. By the end of the Key stage, higher and average attainers have considerably developed their research skills and have improved their ability to make comparisons between similar and different locations both in Britain and the wider world.
7. Generally response is good. Pupils are interested in the topic, attentive during the whole class session in group work. Most remain on task and persevere. At both key stages, they ask and answer questions willingly and listen to each others views in discussion. For example, Year 5 pupils want to know about Llandudno and are keen to ask questions. Similarly a Year 6 pupil, who has visited Jamaica, draws well on her experience to discuss housing and weather. She is confident discussing a place that the others in the group do not know and they show respect for her knowledge.
8. The quality of teaching has improved. In the previous reports it was judged satisfactory at both key stages. Now teaching is good. At both key stages, all the lessons observed are satisfactory or better and a small number of lessons are very good. Clear well thought out lesson plans indicate appropriate learning objectives. The best lessons have high expectations and challenge the pupils to move themselves forward in their learning. Teachers' explanations and use of questions indicate a secure grasp of the subject. Work is matched well, and sometimes very well to the needs of the children, mainly through setting different tasks for different groups or through support. What distinguishes the best lessons is the opportunity for the pupils to extend themselves, through moving onto tasks and activities previously attempted by higher attainers or through focusing their skills sharply. Effective use is made of available resources, including, in one case the teacher's own passport. Appropriate activities are used to build up geographical skills such as formulating questions, conducting geographical investigations and mapping. Class control is generally satisfactory and in the best lessons a quietly purposeful working atmosphere is achieved. The best lessons proceed at a good pace without sacrificing understanding. Work is regularly marked, with occasional helpful comments.

History

1. In 1996, attainment in history at the end of both key stages was average. Attainment remains in line with national expectations. At the end of Key Stage 1, pupils have developed the concept of the past. In discussion, it is clear that they know that you can find out about the past through artefacts. Average and higher attainers understand about buildings and writing surviving. They know terms such as diaries and ruins, and use them appropriately. Higher and average attainers can talk about an event, such as the Fire of London being in the seventeenth century. They offer simple explanations for events, for example, the fire broke out because the houses were very close together and sensible reasons for why the fire lasted so long. On paper, higher and average attainers write the answers to questions for themselves, finding the information from simple books. They begin to use more complex terms, such as 'ruins' or 'source'. Over the key stage, they improve their ability to describe events, at least orally, and develop a simple understanding of how you find out about the past. Lower attainers, pupils with special educational needs and those for whom English is an additional language record their work mainly in pictures, sometimes copying the labels scribed for them by their helpers. They have developed an understanding of basic historical terms, such as 'long ago' or 'in the past', and use them appropriately.

2. At the end of Key Stage 2 pupils have a sound understanding and good factual knowledge of major events and personalities of the periods studied. Higher and average attainers develop their research skills. They find out relevant information from a range of books, and use their writing skills to produce full and detailed project work, for example in the 1930s and 1940s. Pupils with special educational needs improve their grasp of important concepts. Other pupils understand some of the main ideas. They talk about the topic, for example, rationing in World War 2 more easily than they can express their thoughts in writing. By the end of Key Stage 2, pupils improve their understanding of what happened in a period of history, such as the 1930s. They have firmed up their ability to describe an important event in history, such as unemployment in the 1930s, at least orally.
3. Pupils of all levels of attainment make good progress through Key Stage 1. During Key Stage 2, the progress of pupils with special educational needs and the highest attainers, especially girls, remains good, whilst that of the majority of pupils is satisfactory. At both key stages, progress in class is often good. In relation to their prior attainment pupils with special educational needs make good progress towards the targets set for them.
4. Pupil response is good both in the lessons seen and in conversations with the pupils. They are interested in the topics and generally enjoy the tasks set. They are attentive to whole class teaching and join in the discussion, asking and answering questions willingly. In group work concentrate and, with support, persevere when they meet difficulties. Some pupils are very dependent on the support provided in a lesson, but at Key Stage 2, higher attainers work more independently. At both key stages they showed pride in what they had achieved. In both the lessons observed, pupils want to show the teacher their work and Year 6 pupils talk about their topic work with enthusiasm and some pride. Higher attainers are highly motivated to improve their performance and prepared to work for themselves.
1. Only two history lessons could be observed during the inspection week, one at each key stage. Judgements about teaching are also based on teacher's planning and discussions about their work with pupils. In the previous inspections the quality of teaching was generally satisfactory in both schools. Since the last report, the quality of teaching has improved. Now, at both key stages, teaching is good. In the small sample of lessons seen, secure subject knowledge is demonstrated through the thorough planning and the teachers' explanations and their answers to pupils' questions. At both key stages, good pupil management and class control creates a purposeful working atmosphere. Available resources are effectively used, noticeably when the Headteacher was used in a Key Stage 1 lesson. His old school books were used as a resource to teach pupils how to conduct a historical enquiry. Pace and learning activities are carefully matched to the needs of the children. A range of appropriate activities sustains their interest and enables them all to participate. Expectations are consistently high. In Year 1, pupils are introduced to technical terms, such as source so that they begin to understand what a source is at an early stage of their historical studies. In Year 6, time allocated for individual research, enables pupils to learn to work independently, and sometimes to do appropriate homework. There is a challenging approach and an expectation that the higher attainers will produce a piece of good quality detailed and relevant extended writing. At both key stages good guidance from the teacher and effective use of support staff enables all pupils to gain an understanding of the topic and develop their writing skills. Work is usually marked regularly, sometimes with helpful comments.

Music

2. The last inspection reports of the old separate infant and junior schools reported that standards in music were in line with national expectations at the end of both key stages. This is still the case. The school succeeds in delivering the music curriculum by employing a highly skilled music specialist to teach all classes.

3. In Key Stage 1 pupils begin to learn the relative length of notes and are introduced to standard notation. They learn songs which they later sing from memory and extend their listening skills until they can repeat a given rhythm accurately. They are introduced to tuned and untuned percussion instruments and develop simple skills of composing and extending rhythms.
4. By the end of Key Stage 2 standards achieved by pupils are in line with what is expected for their age. They sing enthusiastically in lessons and assemblies, maintaining time and rhythm. Pupils sing songs in two and three part rounds and accurately maintain melodies in major and minor keys. Rests are introduced into their composition.
5. In both key stages pupils make satisfactory progress in developing their musical knowledge and skills. They progressively improve their abilities in singing and have opportunities to compose their own music and to co-operate in composition. In a whole school music assembly all pupils sang songs they had learned in their music lessons well. The performance was of a good standard of community singing and both pupils and staff took great enjoyment from the occasion. Good opportunities were taken to have pupils rehearse parts of songs and to teach the use of voice to improve their performance.
6. The quality of teaching by the specialist music teacher is very good. She is employed by the school part time and teaches each class for half an hour each week. Her high level musical ability and real enthusiasm for the subject is combined with her good knowledge of the music curriculum to provide subject coverage and continuity and progression. Class teachers who reinforce the specialist lesson principles or introduce other elements of music supplement these lessons in some classes. For example, in one lesson with the youngest pupils a teacher taught a Spanish song and its accompanying dance. However, this is inconsistent across the school and is dependent upon individual teachers' confidence and subject knowledge.
7. The weekly class lessons are being used, in some Key Stage 2 classes to prepare for a festival performance at the end of the term. In addition to this regular provision another musical organisation is providing services of another high quality musician and composer to prepare a group of pupils to perform with pupils from other schools at the Festival Hall in a Christmas celebration. This contributes well to pupils' social and cultural development.
8. All pupils, including those with special educational needs, are enthusiastic about their music lessons. They show respect for the contribution of others and respond well to their teachers. Pupils co-operate well together in performances.
9. The new subject co-ordinator has been in place for less than a term and has yet to have an effect on standards. Her planning includes a thorough subject review, training to raise staff confidence and knowledge and upgrade the present range of instruments, which are satisfactory.

Physical Education

1. It was not possible to observe many lessons during the inspection week. Evidence was also obtained from lesson plans and records. Since the last inspection report, the school has made some improvements in the standard of teaching and learning. In Key Stage 1 and 2, overall standards are broadly in line with expectations for their age. In swimming, all pupils achieve the standards required of swimming twenty-five metres unaided and overall attainment is very good.

2. In Key Stage 1, pupils in the Reception class are able to move about in the hall in a variety of ways. They can move along a bench with increasing control and co-ordination. They show good awareness of health and safety, participate enthusiastically in warm up, and cool down. Pupils in Year 1 show increasing skill, and are able to demonstrate more co-ordination in their movements when crawling on the floor with different parts of their body.
3. In Key Stage 2, pupils satisfactorily build upon their skills in dance, athletics and games. Pupils in Year 3 demonstrate more sophisticated warming up and cooling down movements. They have a good interpretation of dance to the music of "Thriller." Pupils also benefit from professional football training and those in Year 4 show satisfactory skills in ball control.
4. Pupils' progress during the lessons is satisfactory overall. In half of the lessons, progress is good. In one lesson, progress was unsatisfactory. Progress between key stages is satisfactory. Pupils with special needs and English as an additional language make good progress because of the encouragement provided to improve their confidence. Pupils throughout Key Stage 2 make good progress in swimming lessons. During some lessons, there are times when high attaining pupils make insufficient progress due to the lack of recognition of their specific talents and skills.
5. Pupils enjoy their physical education lessons and their behaviour throughout the school is generally good. Pupils become restless when the teachers' pupil management does not secure a brisk pace to the lesson. In the Reception classes, pupils quickly learn to prepare and get ready for physical educational lessons. They show excitement and respond immediately to the teachers' instructions to line up, move benches or carry out a specific movement on the floor. Pupils are eager to demonstrate what they can do to the rest of the class. In Year 3, girls are more confident than boys in demonstrating dance techniques. During specialist football coaching sessions, pupils are polite and respectful to the visiting instructors.
6. The quality of teaching in physical education lessons is satisfactory overall. Teachers are generally confident and use very clear lesson plans to guide the pace of the lesson. Where teaching is at its best, the teacher will move around and ensure all pupils are on task and behaving well. Teachers give the warm up session a high priority and some teachers such as in the Reception classes will explain its importance. Teachers generally show good control and management of the pupils, as seen when pupils go swimming or when they are instructed to move apparatus. However, there are times when behaviour management is less effective. In such lessons, pupils become restless and non-attentive. Teachers are skilled in being encouraging and supportive to the pupils with English as an additional language and those with special educational needs.
7. Overall, management of physical education teaching and learning is good. New schemes of work are being developed and the weakness in teaching and learning are recognised. There is very good support through extra curricular provision and pupils have benefited from activities such as specialist coaching in football and cricket. Resources are good overall, and outdoor play provision is being developed. Assessment and recording procedures are underdeveloped.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

1. The team consisted of 5 inspectors, including a lay inspector, who spent a total of 20 inspector days in school. The inspection team:
 - spent 71 hours observing 82 lessons and reviewing children's work and hearing them read;
 - attended a sample of registration sessions, assemblies and a range of extra-curricular activities
 - had lunch with the pupils on several days;
 - observed pupils' arrival at and departure from school;
 - observed nearly all teachers at least once and most several times;
 - had discussions with the Headteacher, teaching and non-teaching staff, the Chairman of Governors and other governors;
 - reviewed all the available written work of a representative sample of five pupils from each year group
 - held informal discussions with many pupils;
 - analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - the school prospectus;
 - school policies;
 - the Governors' Annual Report to Parents;
 - minutes of governors' meetings;
 - financial statements;
 - the School Development Plan;
 - subject policies and planning;
 - students' reports and records, including special educational needs records

Held a meeting attended by 31 parents and considered 47 responses from parents to a questionnaire asking about their views of the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	314	8	126	203
Nursery Unit/School	30	0	0	14

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	17
Number of pupils per qualified teacher	18:1

Education support staff (YR - Y6)

Total number of education support staff	16
Total aggregate hours worked each week	342

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	26.25:1

Education support staff (Nursery school, classes or unit)

Total number of education support staff	4
Total aggregate hours worked each week	120

Average class size:

26.2

Financial data

Financial year:	98/99
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	£
Total Income	793894
Total Expenditure	782761
Expenditure per pupil	2256
Balance brought forward from previous year	468
Balance carried forward to next year	11601

PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

350
47

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	31.9	53.2	10.6	4.3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	44.7	44.7	4.3	6.4	0
The school handles complaints from parents well	12.8	66.0	19.1	2.1	0
The school gives me a clear understanding of what is taught	21.3	57.4	14.9	6.4	0
The school keeps me well informed about my child(ren)'s progress	25.5	53.2	14.9	6.4	0
The school enables my child(ren) to achieve a good standard of work	27.7	53.2	17.0	2.1	0
The school encourages children to get involved in more than just their daily lessons	27.7	55.3	14.9	2.1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	14.9	61.7	14.9	6.4	2.1
The school's values and attitudes have a positive effect on my child(ren)	21.3	66.0	12.8	0	0
The school achieves high standards of good behaviour	14.9	66.0	14.9	4.3	0
My child(ren) like(s) school	61.7	36.2	2.1	0	0