

# INSPECTION REPORT

## **EARLSFIELD PRIMARY SCHOOL**

Earlsfield, London

LEA area: Wandsworth

Unique reference number: 101005

Headteacher: Mr P Ryan

Reporting inspector: Peter Howlett  
23744

Dates of inspection: 15-19 January 2001

Inspection number: 207045

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Tranmere Road  
Earlsfield  
London

Postcode: SW18 3QQ

Telephone number: 020 8946 5452

Fax number: 020 8879 3719

Appropriate authority: The Governing Body

Name of chair of governors: Clare Dixon

Date of previous inspection: 28/09/1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	Mathematics	What sort of school is it? What should the school do to improve further? How high are standards? The school's results and achievements How well is the school led and managed?
9588	Anthony West	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30075	Mike Duggan	Team inspector	English Physical education	How well are pupils taught?
14871	Beryl Buteux	Team inspector	Science Art History English as an additional language	
14706	Brenda Knowles	Team inspector	Music Religious education Under Fives Equal opportunities	
31218	Tom Allen	Team inspector	Information technology Design and technology Geography	
29988	Lynne Thorogood	Team inspector	Special Educational needs	How good are curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a large inner-city primary school for boys and girls aged three to 11. It has 289 full-time pupils on roll in the main school. In addition, there is a nursery attended full time by 25 children and part time by 22 children. The school is situated in the London borough of Wandsworth and serves the local area. The immediate environment of the school is quite mixed, consisting mostly of owner-occupied, rented and local authority housing. Many pupils come from favourable socio-economic backgrounds, whilst a significant proportion of pupils come from homes with some degree of socio-economic disadvantage. Twenty-seven per cent of pupils are eligible for free school meals, which is above the national average. Pupils come from a variety of cultural and ethnic backgrounds with the majority, about 60 per cent, from white UK heritage. Fifteen per cent of the school population comes from Caribbean or African heritage and over ten per cent from an Asian background. The number of pupils with English as a second language (53) is high. The school receives additional funding for 15 of these pupils. About 30 per cent of pupils are on the school's register for special educational needs. This is above the national average. Seven pupils have statements of special educational needs. Attainment on entry is broadly in line with levels expected nationally.

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

Earlsfield is an improving school. The school is an orderly and happy place with a good ethos for learning. It has many good features and its strengths outweigh its weaknesses. Standards are rising in English, mathematics and science and there has been an improvement in the quality of teaching since the last inspection. The school is well led and managed. The headteacher provides strong and effective leadership, ensuring that the school is clearly focused on raising standards and improving the quality of education. The school gives satisfactory value for money.

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

- Pupils get a good start to their education, because provision at the Foundation Stage is good.
- Results in national tests in English, mathematics and science at Key Stage 2 are rising at a rate above the national trend.
- Teaching of literacy and numeracy is good.
- The school is well led and managed and the headteacher provides very good leadership.
- The behaviour of pupils is very good and pupils work and play well together.
- The school promotes the moral and social development of pupils well.

#### **What could be improved**

- Standards in information and communications technology.
- The way in which teachers plan to meet the differing needs of pupils.
- Provision for pupils with English as an additional language.
- The use made of data to evaluate the work of the school, including systems for tracking pupil progress.
- Attendance and punctuality.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was first inspected in 1996 it was considered to have some serious weaknesses. By the time of the next inspection, in September 1998, the school had made limited progress in addressing the issues raised, standards had fallen at Key Stage 2 and it was judged to have serious weaknesses. However, under the direction of the new headteacher, the rate of progress has been rapid, and this inspection confirms that the school has made good progress on the key issues and in raising standards in English, mathematics and science at Key Stage 2. Results in the national tests in these subjects have improved significantly. Standards in design and technology also show good improvement, although standards in information and communication technology (ICT) are still low. Curriculum provision and resources for learning have improved. The school development plan is much better, and curriculum co-ordinators now play an effective role. The school is well placed to improve further.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	C	B
mathematics	E	D	C	B
science	E	E	C	B

**Key**

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

This table shows that, in the 2000 national tests at the end of Key Stage 2, results matched the national averages in English, mathematics and science. When compared to schools that have pupils from similar backgrounds, results were above average. Since the last inspection, results have improved significantly. In the last two years, the rate of improvement is better than the national trend and the school has made great strides in closing the gap between its performance and results nationally. The improvement in the proportion of pupils achieving the expected levels in all three subjects is good. In the national tests for 2000, the percentage of pupils reaching Level 4 or above matched the national picture in English and mathematics and exceeded the national average in science. The school exceeded its published targets in these tests and the targets themselves were sufficiently challenging. Inspection evidence confirms that standards are rising. Pupils at Key Stage 2 are making satisfactory progress and current standards in English, mathematics and science are at expected levels.

At Key Stage 1, test results in reading and writing generally match national averages over the last four years, despite a dip in the 2000 tests, when results were below average. Results in mathematics show considerable variation, ranging from well above average in 1997 to well below average in 2000. Inspection evidence confirms that standards in English, mathematics and science in the current Year 2 are similar to those typically found nationally.

Standards in design and technology, history, geography, art and design, religious education and physical education are typical of those found at both key stages. Standards in information and communication technology are improving but are still below expected levels. In music, pupils often attain standards above expected levels at Key Stage 2.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated to learn and there is a high-take up of extra-curricular activities
Behaviour, in and out of classrooms	Very good. The school is a quiet and orderly place. In lessons, pupils know the routines well and get down to work quickly and productively. Pupils respond well to the very consistent behaviour routines around the school. They behave well at lunch times and break times. Behaviour in assembly is exemplary.
Personal development and relationships	Relationships between pupils are good. Pupils generally show respect for each other and their teachers. Pupils collaborate well in their learning and play and work together harmoniously.
Attendance	Unsatisfactory. Attendance rates remain well below the national average. Punctuality is unsatisfactory.

The positive behaviour and good relationships make a strong contribution to the quality of pupils' learning in the classroom. The school needs to be more robust in its efforts to raise awareness of pupils and parents of the need for regular attendance.

## TEACHING AND LEARNING

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

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

The quality of teaching has improved since the last inspection. Over 60 per cent of lessons observed were good or better, including ten per cent of lessons which were very good. Four per cent of observed lessons were unsatisfactory. Teaching in the Foundation Stage is consistently good and there is much good teaching at both key stages. Teaching and learning of literacy and numeracy skills are good. The national strategies have been successfully implemented and, as a consequence, lessons are well planned with an appropriate range of activities. Teaching of music is also good. Teaching of science, ICT, religious education and the other foundation subjects is satisfactory.

Teachers are conscientious, hard working and keen to provide a good quality of education for their pupils. Teachers manage pupils well, plan lessons carefully and use a good range of methods and strategies to support pupils' learning. Sometimes teachers do not plan sufficiently well for the range of different learning needs in their classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities for children who are under five are good and at both key stages are satisfactory. The school rightly gives high priority to teaching literacy, numeracy and science. The new computer suite has greatly improved opportunities for pupils in ICT. Provision in other subjects is satisfactory. Extra-curricular provision is very good.
Provision for pupils with special educational needs	The school has effective systems to identify, assess, support and monitor pupils with special educational needs, which enable them to make sound progress. Where specialist teaching is provided, it is of good quality but teachers do not always plan appropriately to meet pupils' learning needs.
Provision for pupils with English as an additional language	Provision is satisfactory for those pupils who receive additional support. However, there are shortcomings in overall provision. The school needs to develop appropriate identification, assessment and monitoring procedures. There is no overall management strategy to support these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school places high priority on pupils' social and moral development and promotes them well. The school provides a strong foundation for pupils' moral development and social behaviour. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	There is a good atmosphere of care and concern for pupils' welfare. Child protection arrangements are satisfactory. Assessment procedures in English, mathematics and science are sound. The school has yet to develop a comprehensive system for tracking pupils' progress through the school.

The school's partnership with parents is good: there are appropriate opportunities for parents to be involved in their children's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and purposeful leadership in developing and managing the school. Management structures within the school have improved significantly since the previous inspection. There are effective systems to ensure the smooth running of the school. Subject co-ordinators provide effective leadership. Leadership of the Foundation Stage is good and provision for pupils with special educational needs is well managed.

How well the governors fulfil their responsibilities	The governing body fulfils its role soundly. It is supportive and plays an active part in planning, decision-making and policy-making through its well-defined committees. The role of the governing body in monitoring and ensuring that requirements regarding policies and information to parents are fully met is insufficiently developed.
The school's evaluation of its performance	A sound range of evaluation procedures is in place, providing data that is used effectively in English and mathematics. However, the use and evaluation of assessment and other data is insufficiently developed. The school development plan lacks sharply focused evaluation.
The strategic use of resources	Finances are managed well. The school spends its budget sensibly but does not make best use of special educational needs staff. Accommodation is adequate and there is effective use of facilities and resources. The school has sound knowledge of the principles of best value and gives satisfactory value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed</li> <li>• Children like to come to school</li> <li>• Children make good progress</li> <li>• The good behaviour in the school</li> <li>• Teaching is good</li> <li>• The school expects their children to work hard and do their best</li> <li>• The school helps their children become mature and responsible</li> <li>• The school keeps them well informed about pupils' progress</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> <li>• Homework arrangements</li> </ul>

Most parents have positive views of the school. A few parents have concerns about the range of activities provided outside lessons, and about homework arrangements. The inspection team agrees with the positive views of the parents. The inspection team judges that the school provides a good range of extra-curricular activities, and homework arrangements, as set out in the school's policy, are appropriate.

## **PART B: COMMENTARY**

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

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

1. By the time pupils leave the school at 11-years-old they achieve higher standards than were achieved by pupils at the time of the last inspection. Results in the national tests at the end of Key Stage 2 in the term prior to the last inspection were well below national averages in English and mathematics and below in science. In English, despite rising in the year following the last inspection, test results in the three years to 1999 were well below average. However, there is marked improvement in the 2000 results which match the national average. Results in mathematics tests show a significant downward trend in the three years to 1998, before rising sharply in the subsequent two years to match the national average in the latest tests. There is a similar picture in science with results falling to well below average in the three years to 1999 before rising sharply to match national averages in the latest tests. In the last two years, the rate of improvement is better than the national trend and the school has made good strides in closing the gap between its performance and results nationally. The improvement in the proportion of pupils achieving the expected levels in all three subjects is good. In the national tests for 2000, the percentage of pupils reaching Level 4 or above matched the national picture in English and mathematics and exceeded the national average in science. The school exceeded its published targets in these tests and the targets themselves were sufficiently challenging. In comparison to schools with pupils from similar backgrounds, results in 2000 are above average in all three subjects.
2. Inspection findings reflect the test results. In the last inspection, standards were below to well-below average in the three core subjects. Evidence in this inspection confirms that pupils in the current Year 6 are achieving at expected levels. With the appointment of the present headteacher, there has been an increased emphasis on improving standards and raising pupils' achievements. As part of its efforts to raise standards further, the school sets challenging but realistic targets in English and mathematics for each year group in both key stages. At the time of the last inspection, pupils were making unsatisfactory progress at Key Stage 2; now pupils achieve well in the three core subjects.
3. At Key Stage 1, the school's results in the reading and writing national tests have been fairly constant and have, in general, matched national averages over the last four years, despite a dip in the 2000 tests, when results were below average. However, results in mathematics show considerable variation, ranging from well above average in 1997 to well below average in 2000. The Year 2 cohort in 2000 had an above average proportion of pupils with special educational needs. In addition it suffered from the legacy of some disruption in teaching. Nevertheless, when results are compared with schools with pupils from similar backgrounds, the picture appears more favourable, being average in reading and writing and below average in mathematics. The school has now addressed the issues relating to the quality of teaching, and inspection evidence confirms that standards in the current Year 2 are similar to those typically found nationally.

4. Children come to the nursery from varied backgrounds. The majority has basic skills in language, literacy and mathematics similar to those found nationally. They make sound progress at the Foundation Stage and the majority is in line to attain the early learning goals expected of pupils nationally.
5. The quality of learning has improved since the last inspection. Pupils' achievements over time as evidenced by a scrutiny of their work, are satisfactory at both key stages. Pupils make at least satisfactory progress in nearly all lessons and often their progress is good. The school is successful in supporting the learning of pupils with special educational needs, who make sound progress in relation to prior attainment. They are identified at an early stage and have detailed individual education plans that clearly focus on areas for improvement and targets to be achieved. Learning support assistants and the special needs co-ordinator provide pupils with a level of support that promotes this progress, particularly in the area of literacy.
6. Pupils with English as an additional language receive limited additional focused support. Generally they make satisfactory progress in line with their prior attainment but lesson observations indicate that, on occasions, teachers do not plan sufficiently well to meet their needs. Test results and inspection evidence show no significant difference in the performance of boys and girls. Higher attaining pupils do well in English, but they are often not sufficiently challenged in mathematics and science.
7. In English, standards have improved since the last inspection and pupils' literacy skills are now typical of those found nationally in reading, writing and speaking and listening skills by the end of both key stages. The last inspection team judged that the development of literacy skills was unsatisfactory. The implementation of the National Literacy Strategy, improvements in the quality of teaching and effective management of the subject have had a positive impact on how well pupils achieve. By seven, most pupils explain their ideas confidently and listen attentively to the teachers and to each other. By 11, pupils are articulate and will venture opinions about their reading texts, and in debates challenge opposing views. At the time of the last inspection, pupils' reading skills were not sufficiently built upon, particularly in Key Stage 2. Reading is now promoted strongly within the school. Most seven-year-olds read a selection of literature, and use a range of strategies to attempt unfamiliar words. By the age of 11, many pupils read a wide range of literature fluently, using expression that reflects the meaning of the text. Most pupils can find the books they need in the library and locate relevant information.
8. Writing skills were weak at the time of the last inspection. The school has made a good start on improving the quality of pupils' creative and extended writing. By seven-years-old pupils write in different forms, such as recipes for menus, lists of clothes they wear, weekend news and accounts of stories and poems. Their spelling and punctuation skills are accurate for their age. Whilst pupils' writing is often neat and well formed, many do not consistently use joined script in their everyday writing. By the age of 11, pupils write for a range of purposes and readers, for example: persuasive letters to fictitious council members about the local park; play scripts; poems; newspaper reports; biographies; and interview formats, as well as creative and descriptive stories. Pupils have opportunities to improve their work by drafting, editing, proof-reading and then presenting the final form. This is an appreciable improvement since the last inspection.
9. In mathematics, the successful implementation of the National Numeracy Strategy has led to an improvement in standards since the time of the last inspection, when

numeracy skills were weak and pupils' progress at Key Stage 2 unsatisfactory. Pupils' achievements are now at expected levels at both key stages. The majority of pupils are confident in their mental calculations and use and explain a variety of strategies. Year 2 pupils have a secure knowledge of numbers to at least 100 and can add and subtract numbers to 50. Most pupils can add single-digit numbers to numbers lower than 100 mentally. At Key Stage 2, pupils have a good understanding of number and place value and use a variety of mental and written methods. Year 6 pupils can use the four operations with decimals competently and calculate the percentages of various amounts. They have a sound knowledge of fractions and can convert fractions to decimals and then percentages. They can work out a variety of mental arithmetic questions with appropriate accuracy and speed.

10. In science, attainment has improved since the time of the last inspection. Pupils achieve expected standards by the end of both key stages. At the time of the last inspection, at Key Stage 2 pupils' progress was unsatisfactory and attainment was below expected levels. At Key Stage 1, good emphasis is placed on developing pupils' skills of enquiry. Year 2 pupils conduct their own tests, make simple hypotheses, predict outcome, use scientific vocabulary and record carefully. Throughout Key Stage 2, pupils build progressively on their former learning. Pupils observe how living things grow and reproduce. They experiment with materials to find different ways in which these can be used. They investigate different processes to find out the way things work.
11. In information and communication technology, standards are improving but still fall short of expected levels. Given pupils' low starting points, their current achievements are satisfactory. At the time of the last inspection, pupils made unsatisfactory progress across the school; with improved provision progress is now at least satisfactory in all observed lessons. However, improvements in provision are recent and have not yet fully compensated for past deficiencies. In addition, there is insufficient application of ICT skills in other subjects.
12. In design and technology, pupils reach expected standards at both key stages. This is an appreciable improvement since the last inspection, when pupils made unsatisfactory progress in the development of their skills and standards were below expected levels. Pupils now achieve well as they plan and produce appropriate designs and apply different techniques with a wide range of materials. They measure accurately, handle tools carefully and can choose the right materials. Evaluations of their finished efforts are perceptive and suggestions for improvement show a thorough understanding of what is involved.
13. In art and design, history, geography, physical education and religious education pupils make satisfactory progress and their achievements in acquiring knowledge, skills and understanding are satisfactory. Standards in both key stages are typical of those found nationally. In music, standards are sound at Key Stage 1, whilst at Key Stage 2 pupils' achievements are good and they often attain standards above expected levels. This is a similar picture to the findings of the last inspection.

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

14. As at the time of the previous inspection, pupils have a good attitude towards their learning and this supports teaching and learning well. Throughout the school, pupils, including those with special educational needs and those with English as an additional language, are keen and enthusiastic. Pupils listen attentively, follow instructions and settle quickly to the task given. Children of all abilities and backgrounds concentrate hard and they work well independently and in differing group situations, sharing views and valuing each other's work. In group activities, for example in science and mathematics lessons, pupils work particularly well together. When pupils are at play and at lunchtimes, they socialise and act collaboratively very well.
15. Pupils of all abilities are interested in the life of the school and behave very well, complying with school and class rules. They know right from wrong and are polite and courteous to teachers, to their peers and to visitors. Pupils form orderly queues, wait their turn and open doors for others. Behaviour in the dining hall, during assembly and while they move about the school is very good. Behaviour in one whole-school assembly was exemplary as pupils listened in rapt attention whilst others performed pieces of music. Pupils form very good relationships with their peers and with adults and are caring in their support of those with special educational needs. Behaviour in the playground is good. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection and the great majority of pupils understand the impact of their behaviour on others.
16. Pupils handle resources well and no examples of damage or graffiti were seen during the inspection. On out-of-school visits, pupils are praised for their exemplary behaviour. They discuss various topics and accept that others may have a different view or belief from their own. Pupils have some opportunities to take responsibility and to display initiative. For example, in science they share responsibilities for conducting group experiments co-operatively. When they are given the chance to help and assist others, they accept readily and enter into the task wholeheartedly. Pupils act as monitors, help in the classroom and some represent their classmates on the school council.
17. In the previous inspection, pupils' attendance was described as satisfactory. In this inspection punctuality and attendance are unsatisfactory. Authorised and unauthorised absences are higher than the national averages, at 8.3% and 0.4% respectively. The registration of pupils at the start of sessions is handled efficiently and pupils settle down to work promptly and with little fuss. However, too many pupils arrive late for the start of lessons and this detracts from the learning process. For example, on one morning during the inspection over 20 pupils were recorded late for the start of school.

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

18. The quality of teaching is satisfactory overall. Over 60 per cent of lessons observed were good or better, including ten per cent of lessons which were judged very good. Four per cent of lessons observed were unsatisfactory. This is an improvement since the previous inspection when 40 per cent of teaching was good or better and ten per cent unsatisfactory. The school has successfully addressed the shortcomings in teaching identified in the last inspection. In particular, teachers' expectations of what pupils can achieve are higher and their lesson planning has clear objectives. There is good teaching across both key stages, although it is stronger at Key Stage 2. Teaching is good in the Foundation Stage. Teaching of English, mathematics and music is good. Teaching of English is particularly strong at Key Stage 2. In science,

teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teaching of information and communication technology is satisfactory. Teaching of religious education and the foundation subjects is satisfactory. Parents' views, expressed during the meeting with inspectors and in returned questionnaires, indicate that they are happy with the quality of teaching.

19. At the Foundation Stage, all lessons observed were good or better, with nearly a quarter being very good. This is an appreciable improvement since the last inspection. The good quality teaching has been maintained in the nursery class but has improved significantly at reception. In consequence, children's education gets off to a good start and the quality of learning throughout the Foundation Stage is good. This is particularly so as regards children's personal and social development. Good opportunities noted were children in a reception class studying the habitat of guinea pigs and, in the nursery, children engaged in developing co-ordination skills using large toys and apparatus. Teachers and nursery nurses have a good understanding of the Foundation Stage curriculum and the needs of both individual and groups of children, so their planning in all areas of learning is good. One of the strengths in teaching is the effectiveness of teaching methods and high quality teamwork. Teachers use a good range of strategies to develop learning in the widely differing levels of need and successfully ensure questions are suitably encouraging and demanding of the most able. Teachers' expectations of children's behaviour and efforts are high. The staff have good expectations of the children, ensuring that increasingly challenging tasks engage the children within a safe, supportive environment. The management of children and the promotion of good relationships are well established. The classrooms are well organised into appropriate learning areas. A good range of play activities is provided throughout the stage. Although staff maintain useful observational diaries to note aspects of children's attainment, the absence of formal procedures for the ongoing assessment of pupil progress is the only significant shortcoming in otherwise successful and effective teaching.
20. At both key stages the teaching of English is generally good. At Key Stage 2, teaching was good in all lessons observed. All teachers implement the National Literacy Strategy successfully. Key skills are taught well and this is a major contribution to pupils' learning. Lessons are planned well, pace is good and expectations high. Many examples were observed, such as pupils in Year 3 sequencing stories and pupils in Year 5 studying verb tenses. Where teaching is best, lessons are planned well, pace is good and expectations are high. Instructions are clear and questions are used effectively to revise pupils' previous learning and to challenge their thinking about the new topic. Good examples include a Year 3 lesson interpreting morals in fables and a Year 6 class focused on descriptive writing.
21. The school has introduced the National Numeracy Strategy to good effect and the teaching and learning in these lessons are good overall. The good teaching is found in both key stages. Teachers have a good understanding of the Strategy and structure their lessons accordingly. Lessons are planned carefully with clear objectives, often shared with pupils during introductions. Most lessons start with brisk whole-class sessions, focusing on developing pupils' mental arithmetic skills. Pupils respond well when activities offer good opportunities for quick responses. Pupils enjoy opportunities to explain how they arrive at their answers. For example, in a Year 1 class a pupil explained confidently to the rest of the class that if she had four cubes she needed six more to make ten. What made this lesson very good was not just the pace of learning, but the teacher's constant prompting and challenging of the young pupils, and their lively and eager responses. In a good lesson in Year 5, groups worked collaboratively,



exploring division problems and pupils clearly enjoyed explaining their strategies to the whole class.

22. Teachers possess sound subject knowledge. This is an improvement since the last inspection when teachers were not secure in their subject knowledge in mathematics, science and information and communication technology. Teachers have benefited from in-service courses, especially in English, mathematics and information and communication technology. This has led to an improvement in the quality of learning in these subjects and better progress by pupils. For example, teachers provide more opportunities for investigative work in science, especially at Key Stage 1, than previously. In ICT, growing teacher expertise, combined with access to the new computer suite, is improving the rate of pupils' learning.
23. Many lessons provide sound opportunities for independent and collaborative work, for example in science where pupils conduct group experiments co-operatively. Shared responsibilities for learning encourage positive responses from pupils because they know that their ideas and suggestions will be valued. For example, pupils in a Year 2 class managed to fill plant pots from a big bucket of soil, plant their seeds, water these and lodge them in the place allocated, checking that all pots were labelled correctly to ensure that a fair test could be established. Teaching is less effective when pupils are not given the opportunities to make their own discoveries. For example, pupils in the very large Year 6 class have limited opportunities to conduct their own experiments in groups because of the cramped conditions in their classroom.
24. Lesson planning has improved since the last inspection. Then, teachers planned in isolation and their planning was not supported by schemes of work. The lack of progression in pupils' learning was a major contributory factor to pupils' unsatisfactory rate of progress. Now, lessons build upon work already completed. This is particularly so in English, mathematics, science and information and communication technology. Strong features of teaching include the sharing of lesson objectives with pupils and the referral back to these at the end of lessons. This, coupled with the emphasis on targets for individual pupils, means that pupils have a good awareness of what they need to know and do in order to achieve more. Teachers know their pupils well and employ effective management strategies, so behaviour is nearly always good in lessons. Homework supports pupils' learning soundly. The school has a homework policy, which clearly sets out the school's expectations. These are appropriate and most teachers follow the policy.
25. The quality of teaching for pupils with special educational needs is satisfactory overall and in some instances is good. For example, the special educational needs co-ordinator makes a good contribution to literacy lessons, particularly in Years 1 and 3. Learning support assistants assigned to support individual pupils are well trained, carefully briefed and have positive working relationships with teachers and pupils. Pupils are given work appropriately matched to their needs, particularly in the literacy hour. Work is usually set at an appropriate level to enable at least sound progress and is linked to targets in pupils' individual education plans. Individual education plans are regularly reviewed by the special needs co-ordinator in consultation with teachers and assistants and are kept readily available. Learning support and classroom assistants are particularly effective when their skills are utilised fully in all parts of the lesson, including introductions. A prime example was observed in a Year 5 literacy lesson. Learning support assistants keep details and records of pupils' achievements which help them to plan for the next lesson. A recent change in the organisation of the special needs provision has resulted in pupils remaining in classrooms instead of being withdrawn for special needs teaching. This new approach is not yet fully effective in

ensuring that teachers, learning support assistants and the special needs co-ordinator work together to ensure that pupils make the best possible progress. Teaching in class lessons in mathematics, science and the foundation subjects is not always modified appropriately to meet the needs of lower attaining pupils and those with special educational needs.

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

26. The quality and range of learning opportunities for children who are under five are good. Pupils are offered a range of experiences in all areas of learning, relevant and appropriate to their age and prior attainment. Planning in all recommended areas of learning is good. A strong team of teachers and support staff show imagination in the provision of activities. This is a good improvement on the findings of the last inspection, which judged that provision in the nursery was satisfactory but that the curriculum offered in reception classes was unsatisfactory.
27. At both key stages the curriculum is sound. The curriculum is broad and balanced and it provides a satisfactory range of learning opportunities for pupils. The school has developed satisfactory breadth and balance to the curriculum, with provision for the full range of national curriculum subjects in place and religious education provided according to the recommendations of the locally Agreed Syllabus. This is a satisfactory improvement since the last inspection, when curriculum provision was judged unsatisfactory and failed to meet statutory requirements. Provision for personal, social and health education meets requirements, but the lack of a structured plan restricts the learning opportunities for pupils and means that teachers cannot monitor its provision. The policy for sex education is out of date and requires revision. Drugs awareness is included in the Junior Citizenship course run by the Metropolitan Police and attended by Year 5 pupils.
28. The school has implemented the National Literacy and Numeracy Strategies effectively. The quality of curriculum provision for English and mathematics is satisfactory. Literacy and numeracy lessons take place every day in all classes and lessons have clear learning objectives and expected outcomes. The school satisfactorily promotes literacy across the curriculum. The school develops pupils' literacy skills through, for example, listening and speaking in physical education, learning mathematical and scientific vocabulary and writing in history, geography and science. However, pupils do insufficient recording of work in religious education. The school provides regular additional literacy support in Year 3 to help compensate for past deficiencies. Learning which takes place in literacy lessons is not always transferred to work in other subjects. For example, handwriting seen in foundation subject work and in science is often poorly formed and insufficient care is taken with presentation. Numeracy skills are developed in science, geography and design and technology. Teachers make insufficient use of information and communication technology (ICT) to support learning across the curriculum. While there are examples of the use of ICT in English, there are few examples of the use of ICT in science, mathematics and foundation subjects.
29. Curriculum planning is satisfactory. Long, medium and short-term plans have been drawn up for all core and foundation subjects. Planning is based on nationally recommended guidelines, modified for the school's needs. The school has devised a common planning format which all teachers follow. This represents a satisfactory level of improvement in coverage and planning since the last inspection. Current timetable arrangements are not fully effective. The organisation of the timetable into

four teaching blocks is not an efficient use of time. It provides only 20 teaching periods a week – many of which are too long for one lesson and too short for two.

30. Curriculum provision is enhanced with very good opportunities for extra-curricular activities, particularly in Key Stage 2. There is a high level of participation in the football and netball clubs and the chess club has reached the semi-finals of the national schools' championships on several occasions. Cookery, German and badminton clubs are also very popular and well attended. A homework club is provided for Year 6 pupils, and the "Pyramid Club", sponsored by the NSPCC and run by Roehampton Institute trainee teachers, offers support for pupils with low self-esteem and a lack of self-confidence. A variety of field trips and outings are organised to support the science, art and humanities curriculum and a range of visitors, including local clergy and the fire brigade, come into school regularly. A residential visit is planned each year for Year 5 and 6 pupils, which enhances curriculum provision in science and humanities. The level of improvement in extra-curricular activities since the last inspection is good.
31. Links with the local community are good. The school has developed a strong partnership with a local teacher-training institution in the training of new teachers. Students undertake placements in the school each year. Students have set up the after-school activities scheme to promote increased confidence in pupils. The school is also a member of a Beacon School cluster group, which enables good practice to be shared. There are visits to a local secondary school and liaison with a local day nursery, which help to ease transition into and out of the school for the pupils. There are good links with a local independent school through a " Building Bridges" project to enhance music provision.
32. Provision for equal opportunities is satisfactory. A commitment to equality of access and opportunity is made in the school prospectus and is reflected in policies and plans. Teachers' lesson plans show activities planned at differing levels to meet the needs of the range of children in most classes for English and mathematics, although provision for those children with special educational needs is made separately and not noted in teachers' planning. However, teachers take appropriate account of targets in pupils' individual education plans. Provision to meet the needs of higher attainers is inconsistently addressed in subjects other than literacy. The withdrawal of pupils from the daily curriculum in a few instances means missing the same lesson each week, for example when they are withdrawn, for music lessons. Boys and girls have equal opportunities.
33. In general, the school makes appropriate provision for pupils on the special educational needs register. A well-structured policy is in place. The school draws up individual education plans as necessary and revises them frequently. It undertakes regular assessments and considers whether to move pupils up or down the assessment levels or remove them from the special educational needs register. Well-trained learning support assistants provide satisfactory levels of support in the classroom and pupils with special educational needs have full access to the curriculum. The special educational needs co-ordinator makes a good contribution to literacy lessons, particularly in Years 1 and 3. The level of improvement in special educational needs provision since the last inspection is satisfactory. Provision for pupils who speak English as an additional language has shortcomings, a situation which shows limited improvement since the last inspection. Pupils for whom English is an additional language are insufficiently identified to be sure that the needs of all are accurately targeted. As at the time of the last inspection, there is no overall management strategy to support these pupils.

34. The last inspection report indicated that the school placed high priority on social and moral development and promoted them well. It continues to do so. It also continues to maintain satisfactory provision for the spiritual and cultural development of pupils.
35. However, opportunities for pupils' spiritual development continue to be limited. Music makes an effective contribution and, on occasion, offers exceptional moments of spirituality, and the effective promotion of aesthetic values, through highly skilled and sensitive teaching. Reflection on achievements and the praising of positive behaviour provide an element of spiritual uplift. Displays of the school's achievements and the mutual esteem of peers are valuable. Individual experience of awe and wonder occurs sometimes in class. For example, in the early years, children's thoughtfulness towards a class member with a disability or the gentle touch of the teacher awakening nursery children who had relaxed listening to music have a spiritual element. Religious education lessons provide knowledge and insight into others' beliefs, enabling reflection on experiences in a way which develops self-knowledge. Good links between curricular areas provide opportunities to develop and deepen understanding of other faiths and cultures. For example, they learn about the Muslim faith in religious education. Each year Christian services are held at Easter and Christmas in the local Anglican church and children write prayers for these and take part in the acts of worship.
36. Moral issues continue to be promoted well through the school's behaviour policy and the high expectations of staff. The headteacher and other adults set clear limits on behaviour. The headteacher's emphasis on honesty as the most important rule sets the lead. Pupils clearly understand the difference between right and wrong. Each class displays its own set of rules which form the basis of the school's expectations for good behaviour. Assemblies provide recognition of good behaviour and moral values. The school has an effective rewards system, with house points for good conduct as well as courtesy badges, prizes and trophies as rewards.
37. Pupils' social development is good. They relate positively to each other and to all adults within the school. Personal development is planned from the early years to develop pupils' self-esteem and respect. The introduction of personal, social and health education (PSHE) and regular circle times, in which pupils discuss a wide range of personal and social issues, has a positive impact on pupils' ability to think about their worries, feelings and attitudes. Pupils benefit from social links and opportunities to share music with an independent school in Clapham. The school has sound links with the Baptist church close by and it also helps pupils to develop an awareness of older people.
38. Provision for pupils' cultural development is satisfactory. The school continues to value the cultures represented in the school and society, as reported at the time of the last inspection. Whilst the range of literature is limited, studies in art and music reflect the diversity of culture. The art curriculum helps pupils develop their knowledge of many different artists. In music, pupils explore African and Caribbean rhythms. When studying Florence Nightingale, pupils make visits to a museum. However, full use is not made of the London museums, galleries and concert halls, all within easy reach, to enhance pupils' wider cultural appreciation.

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

39. The school continues to provide satisfactory care for its pupils, and members of staff care for pupils well. The quality of information kept on each pupil is detailed and

comprehensive and staff know pupils and their medical and personal needs very well. External agencies, including the educational welfare service, health professionals and social services, support this aspect of the school's work. Two members of staff are trained to administer first aid and the school plans to increase this provision. There is a designated first aid room for the care and treatment of pupils.

40. Appropriate child protection procedures are in place. The school's policy and procedures follow the local guidelines. The head teacher is the designated person responsible for child protection and other members of staff understand well the school's arrangements and procedures.
41. The school identifies and deals very effectively with any hazards found on site. Health and safety checks, risk assessments and inspections are regularly undertaken. The school provides a safe environment for pupils.
42. Arrangements for monitoring and promoting good behaviour are good and the consistent application of rewards and sanctions by all staff has resulted in high standards of behaviour throughout the school. Pupils devise their own class rules and are well aware of school behaviour rules. Parents confirm that they and their children have a clear understanding of expectations. The school is good at monitoring and eliminating oppressive behaviour. Parents and children confirm that the children feel safe in the school. Parents also confirm that there are few incidents of bullying or racism and the school deals with those which do arise speedily and sensitively.
43. The school has not been successful in improving pupils' punctuality and attendance. It complies with statutory requirements for registration and the coding and the recording of attendance using a computerised system. The procedures for analysing, monitoring and following up absences are not resulting in any improvement in the school's performance. The school does not examine absence records to identify any group of pupils that may be over represented. The Educational Welfare service supports the school well, but, when visits are made to the school to discuss children's attendance, there is no recorded evidence left that shows agreed plans, proposals for action or success criteria.
44. Pupils' personal development is good. The teachers' knowledge of pupils' needs and the developing personal and social education scheme support this aspect well. Circle time is used and the school works hard to emphasise pupils' responsibilities for their own well-being and health and safety. Pupils are encouraged to influence school affairs through the school council. This body has two representatives from each class, who are elected by fellow pupils. However, pupils are given limited opportunities to take responsibility and use their own initiative. The school gives all Year Five and six pupils the opportunity to join a residential trip in West Wales for one week, as part of their personal development.
45. The code of practice for pupils with special educational needs is fully in place. The school has effective systems to identify, assess, support and monitor pupils with special needs, which enable them to make sound progress. Those with individual education programmes are given appropriate and suitably challenging targets, which are reviewed regularly.
46. Assessment arrangements at the Foundation Stage are underdeveloped. Although nursery staff know their pupils well, there are no formalised systems to assess children's progress in the early stages of their education. However, pupils' attainment is assessed on entry to the reception classes using the local education authority's

baseline assessment procedures. The information from these tests is used well to identify pupils with special educational needs, and those who are potentially higher attaining pupils. The school has satisfactory systems for the assessment of pupils' attainment and progress in the core subjects of English, mathematics and science at both key stages. In addition to the statutory assessments at the end of the key stages, the school uses the optional end-of-year tests in Years 3,4 and 5, as well as the local authority tests in Year 4. The results of these tests are used effectively to inform planning and to set targets for individual pupils. Pupils' progress towards these targets is regularly assessed and new targets are set to ensure steady progress is made.

47. The data from tests are also very well used to identify general weaknesses in pupils' learning and adapt future curricular planning to address problems. For example, when analysis of tests revealed weakness in spelling, the school developed a policy on spelling to address this and now spelling is a focus of attention from reception to Year 6. Detailed records of pupils' achievements are kept and progress monitored.
48. Teachers monitor pupils' day-to-day work using tests for aspects such as spelling and tables. They also monitor pupils' progress in reading and assess pupils' work in extended writing. They measure pupils' achievements in mathematics against the key objectives in the National Numeracy Strategy. Teachers identify clearly those who have understood the work in specific lessons and those who require further support. This information is used well to adapt the planning of future lessons so that activities appropriately match pupils' learning needs and enable them to make progress. Weaknesses identified in these ongoing assessments are also effectively used to set targets for individual pupils' future development. This process enables pupils to have a good understanding of their own progress and this has a positive impact on their efforts and learning. However, teachers' marking of pupils' work is variable in quality. Teachers mark work conscientiously but do not provide sufficient guidance on how pupils might improve.
49. In subjects other than English and mathematics, teachers' recording of pupils' assessment is less rigorous. There is an expectation that teachers keep detailed and regular results of assessment, but the practice is inconsistent and records are not kept for all subjects. Formal assessment is not yet well developed in all areas of the curriculum, but the school regards this as an area for development and a standard format for recording assessment results is being implemented.
50. The school has a considerable amount of assessment data but no comprehensive system that collates this information and enables analysis of performance of individuals and groups over time. The school has identified the need to develop ways of systematically tracking pupils' progress through the school. The school does not monitor the performance of different groups, for example pupils with EAL, in comparison to that of other groups.

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

51. Since the previous inspection, relationships with parents have improved and are now good. Parents at their meeting before the inspection confirmed that they have confidence in the school and the leadership of the headteacher. Parents are able to visit the school to discuss issues or concerns and to contribute to and support the school in a variety of ways. Parents confirm that the "open door" policy works well.
52. The impact of the parents' involvement on the work of the school is satisfactory. The school friends' association raises sums of money to purchase materials and resources

for the school. Parents organise social events, and attend assemblies, performances, curriculum events, briefing meetings and parents' evenings. Few parents were seen in school during the inspection and there are no strategies to develop this aspect or to research if additional opportunities might be needed to attract parents into school.

53. The information provided for parents is satisfactory. They are provided with information on work that can be done at home, newsletters and day-to-day class and school information. Parents have opportunities each term to discuss children's progress with teachers and these are greatly appreciated. Although details of the curriculum to be taught are available in school, one parent suggested that more information on this aspect and pupils' expected goals would be helpful. The inspectors found that, at the moment, no arrangements are made to translate information for parents with English as an additional language.
54. Parents feel the information in pupils' annual reports is detailed and accurately describes their children. These reports list pupils' achievements, but do not always include information on how pupils can make further progress. The school's documentation for parents is informative and fulfils most statutory requirements. The governors' annual report to parents and the school's brochure do not currently satisfy all legal requirements.
55. Parents are confident that the school will respond positively to any suggestions or complaints made by parents.

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

56. The last inspection judged the overall management of the school as good. The current headteacher has been in post for only a term prior to the last inspection but had identified the immediate priorities for development and showed a clear vision for the future direction of the school. The headteacher has been successful in addressing the school's weaknesses and introducing a range of strategies to improve standards. He has strong leadership qualities and he quickly established sound management structures and procedures to give a sense of order and coherence to the school. He has a clear sense of purpose and commitment to moving the school forward. His expectations for all aspects of school life are clearly communicated and he has the respect and support of the school community, staff, governors and pupils. Within the school community, there is a shared commitment to raising pupils' achievements. For example, the headteacher involves all staff in supporting effective planning across the year groups to ensure implementation of policies. All teachers work hard to ensure an effective climate for learning and create positive expectations of pupils' behaviour and esteem. They are successful in this: the school is an orderly community where instances of poor behaviour are rare and effective learning takes place in most lessons. The leadership of the school provided by the headteacher is very good.
57. The school has made good progress since the last inspection. When the school was first inspected, in 1996, it was considered to have some serious weaknesses. By the time of the next inspection, in September 1998, the school had made limited progress in addressing the issues raised by the 1996 inspection, standards had fallen at Key Stage 2 and it was judged to have serious weaknesses. However, since then, under the direction of the new headteacher, the rate of progress has been rapid and this inspection confirms that the school has successfully addressed most of the key issues. Pupils make better progress in English, mathematics and science at Key Stage 2 and results in the national tests in these subjects have improved significantly. The addition of the new ICT suite means that the school is in a position to meet

statutory requirements to teach the full information and communication technology curriculum. Support systems and the professional development of staff have led to improvements in the quality of teaching and the enhancement of the role of curriculum co-ordinators. Curriculum planning is now on a firm footing and the school has invested heavily in improving resources to support pupils' learning.

58. The management of the school is good. The headteacher and senior staff work well together, have a good understanding of the needs of the school and give firm direction to the school community. Management structures within the school have improved since the previous inspection. There are effective systems to ensure the smooth running of the school and, in general, appropriate levels of delegation. The management of the curriculum has improved and there is sound allocation of subject responsibilities among staff. However, some staff carry heavy work loads and the deputy headteacher has insufficient non-contact time to have an overview of the work of the school. Subject co-ordinators are keen and enthusiastic and provide effective leadership. The school rightly focuses on the development of literacy and numeracy and the co-ordinators for English, mathematics and science provide effective leadership in their subjects. There are good systems to ensure that other subject co-ordinators make an effective contribution in line with the school's priorities. The co-ordinator for the Foundation Stage provides good leadership.
59. The management of the special educational needs programme and the pupils' education plans are good. The special needs co-ordinator (SENCO) is well qualified and keen to spread her expertise through the school. She has run in-service sessions for colleagues and learning support assistants. The management of the learning support assistants is satisfactory, but on occasions their time is not fully utilised. The interests of the pupils with special educational needs are well served by the designation of an experienced governor with responsibility for oversight of the area. The management is aware of the need to develop further the support for pupils who speak English as an additional language.
60. The school has sufficient teachers qualified to deliver the National Curriculum and religious education. There is a good balance between experienced teachers and those recently qualified, resulting in a mutually supportive team. The school provides good levels of support for pupils with special educational needs. A part-time teacher supports about a third of the younger pupils with English as an additional language. Professional support for staff is good. Appropriate performance management schemes are in place for monitoring teachers' performance. The headteacher monitors senior staff, who in turn monitor other teachers. All staff are observed on a regular basis and receive appropriate feedback. Targets are set and reviewed. The success of these arrangements can be seen in the improvement in the quality of teaching since the last inspection. There is additional professional development through the Beacon Initiative 2000 scheme to support subject co-ordinators in the management of their curriculum areas. Monitoring by the English, mathematics and science co-ordinators enables them to have an effective overview of the school's provision in their subjects. Co-ordinators for the foundation subjects and religious education have fewer opportunities to monitor and evaluate provision and standards in their subjects. There are appropriate arrangements through individual mentors for the support of two newly qualified teachers.
61. The governing body gives sound support and plays an active part in the management of the school. There are well-defined and appropriate committees that enable the governing body to be involved in planning, decision-making and policy-making. There is an effective working relationship between staff and the governing body. The governing



body does not fulfil all its statutory responsibilities in respect of information to parents in the school prospectus and annual report. In addition it has not yet produced a health and safety policy.

62. The school has made a sound start in its analysis of performance data. Target setting for pupils in English and mathematics is having a positive effect on raising standards. The school needs to develop further its use and evaluation of assessment data so that the governing body can be assured that test results genuinely reflect pupils' starting points. The school has yet to develop measures to evaluate the rate of progress made by pupils from entry to the school.
63. School development planning is good. A clear and appropriate action plan was developed after the last inspection. The current school development plan is a comprehensive document and written in a clear format which identifies the school's priorities in a clear and accessible way. The priorities are appropriate, provide firm direction to the developmental work of the school and help inform the budget process. However, evaluation of the impact of planned actions is underdeveloped.
64. The day-to-day financial control and management of the school are very good as a result of the overview of the headteacher, school secretary and bursar. The governing body is involved appropriately in the school's financial affairs through reports, relevant discussion at each of its meetings and through the work of its very focused financial committee. Financial planning is good. Extra funding, for example for pupils with special educational needs and with English as an additional language, is allocated appropriately to meet their needs and to target in-service training for staff. However, more rigorous systems relating to the latter are being planned. The recent substantial allocation of money for design and technology, music and information and communication technology is being used well and is having a positive impact in these curriculum areas. The school makes good use of computerised systems to monitor financial and other data. Finances are monitored well by the headteacher, chair of the finance committee and school bursar, who presents a monthly balance/reconciliation report, ensuring that the budget is on track. Effective systems are in place for the handling, recording and auditing of the school fund. The segregation of duties in relation to raising orders, checking and signing invoices, checking delivery notes and authorising payment is also effective. The latest auditor's report provides the school with sound assurance and many of the recommendations have already been implemented. Best value principles are applied consistently to maintenance contracts and the purchase of large amounts of stock and equipment, with appropriate tendering carried out.
65. All staff are deployed carefully and supported well in most classes by classroom assistants. An occasional exception is the special educational needs co-ordinator, who could sometimes be more consistently involved with pupils within classes. Learning resources, especially in literacy, numeracy and music, are used well, as is accommodation indoors and out. The school secretary, the caretaker and his staff, as well as the cooks and lunch-time supervisors, make a valuable and valued contribution to the smooth running of the school and the welfare of its pupils.
66. The accommodation is adequate. Recent improvements have enhanced the school as a learning environment. There is improved and extended provision for children in the Foundation Stage, a new library, computer suite and administration areas. The provision for nursery and reception children is now good, though the temperature in some rooms is below required levels. The Year 6 classroom is unsatisfactory. It is too cramped for the number of pupils in the class, as well as limiting activities in practical

lessons such as science and art. It is unattractive and in need of decoration and the adjacent space on the top floor of the school is not well utilised. Wheelchair access is limited to the ground floor of the school. Buildings are well maintained and all areas are kept clean. Outside the school, a pond, seats and planted areas have helped to soften the environment. However, the hard playground areas are poorly surfaced and do not provide well for playtimes.

67. Resources for learning are now good. Since the last inspection considerable improvements have been made in providing the resources needed in all areas of the curriculum. For example, expenditure on design and technology and mathematics results in good provision of books, materials and equipment. Likewise, in English there are good supplies of books. Significant expenditure on the computer suite now enables the ICT curriculum to be delivered satisfactorily. Resources to support pupils with special educational needs and children in the Foundation Stage are good.
68. Considering the socio-economic circumstances of pupils, their broadly average attainment on entry, their sound standards of attainment and learning, their good attitudes and very good behaviour, together with an average unit cost, the school provides satisfactory value for money. This is an appreciable improvement from the previous inspection, which judged that the school failed to provide satisfactory value.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve standards in information and communication technology (ICT) by:

- identifying planned opportunities for ICT to support pupils' learning in other subjects (paragraph 28,154);
- developing a whole-school approach to assessing pupils' progress against national standards (paragraph 157);
- providing focused support to, and training for, staff (paragraph 157);
- monitoring standards and provision more rigorously (paragraph 157).

Maintain current priorities to raise standards in English, mathematics and science by:

- ensuring that teachers' planning identifies appropriate support strategies for pupils with different learning needs, in particular for pupils with learning difficulties as well as high attaining pupils (paragraph 6,25,32 );
- Improving teachers' marking to include suggestions to pupils on how to improve their work (paragraph 48);
- Ensuring all staff follow the National Numeracy Strategy (paragraph 117).

Improve pupils' attendance and punctuality by:

- analysing records to identify patterns in absences (paragraph 43);
- reducing the rate of authorised absences to the national average (paragraph 17);
- working with the Educational Welfare service to develop appropriate action steps and success criteria (paragraph 43).

Improve provision for pupils for whom English is an additional language by:

- setting up a register of pupils with EAL and the stage of proficiency that each pupil has reached (paragraph 108);
- monitoring the progress of EAL pupils at all levels of learning (paragraph 109);
- keeping profiles of EAL pupils' linguistic development to enable targets to be set for improved language proficiency (paragraph 110);
- establishing a framework for the management of the learning provision for EAL pupils within the context of the National Curriculum (paragraph 110);
- providing guidance to class teachers and learning support assistants for assessing, supporting and monitoring progress of EAL pupils (paragraph 110).

Make strategic use of performance data for evaluating the work of the school by:

- devising systems for tracking the individual progress of pupils from entry to the school (paragraph 50);
- developing value added measures (paragraph 62);
- monitoring the performance of different groups of pupils (paragraph 50);
- developing more robust measures for evaluating the success or otherwise of planned actions (paragraph 63).

## OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- Develop a framework for teaching PSHE (paragraph 27).
- Give religious education a higher priority and promote pupils' learning through more opportunities to record their work (paragraph 174).
- Extend the opportunities for subject co-ordinators to monitor provision in their subjects (paragraph 60).
- Review the deployment of all support staff for pupils with special educational needs (paragraph 65).

- Indicate areas for improvement in annual reports on pupils to parents (paragraph 54).
- Review the structure of daily timetables (paragraph 29).
- Improve the learning environment for the Year 6 pupils (paragraph 66).

In addition the governing body should:

- Revise the sex education policy (paragraph 27).
- Improve the information sent to parents in its annual report to parents and in the school brochure, to meet DfEE requirements (paragraph 54).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	54

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	53	33	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YN – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	47	289
Number of full-time pupils known to be eligible for free school meals		79

FTE means full-time equivalent.

Special educational needs	Nursery	YN – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	15	144

English as an additional language	No of pupils
Number of pupils with English as an additional language	37

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	10

### Attendance

Authorised absence	%
School data	8.3
National comparative data	5.2

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	31	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	19	26
	Girls	20	21	20
	Total	41	40	46
Percentage of pupils at NC level 2 or above	School	76 (87)	74 (87)	85(93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	16
	Girls	21	21	16
	Total	42	45	32
Percentage of pupils at NC level 2 or above	School	78 (94)	83 (94)	59 (93)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	18	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	16
	Girls	14	15	15
	Total	26	28	31
Percentage of pupils at NC level 4 or above	School	77 (48)	80 (69)	91 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	10
	Girls	11	12	11
	Total	19	23	21
Percentage of pupils at NC level 4 or above	School	54 (60)	66 (65)	60 (60)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	28
Black – African heritage	8
Black – other	1
Indian	7
Pakistani	8
Bangladeshi	4
Chinese	6
White	151
Any other minority ethnic group	36

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	18.9
Average class size	24.1

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

Total number of education support staff	8.5
Total aggregate hours worked per week	8.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	47

Total number of education support staff	3.5
Total aggregate hours worked per week	2.5

Number of pupils per FTE adult	24.1
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	745902
Total expenditure	741740
Expenditure per pupil	2228
Balance brought forward from previous year	nil
Balance carried forward to next year	4162

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	331
Number of questionnaires returned	47

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	4	2	0
My child is making good progress in school.	64	34	0	0	2
Behaviour in the school is good.	47	47	2	0	4
My child gets the right amount of work to do at home.	51	34	9	2	4
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	51	47	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	0	0	2
The school expects my child to work hard and achieve his or her best.	70	26	0	0	4
The school works closely with parents.	49	45	6	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	68	28	4	0	0
The school provides an interesting range of activities outside lessons.	55	26	15	0	4



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

69. Children enter the nursery class, which provides both part-time and full-time places, after their third birthday. The size of the nursery has doubled, with increased accommodation, in the last six months. At the time of the inspection 25 children attended full-time and 22 children part-time. Most children, at the age of four, enter the school in one of the two full-time reception classes.
70. Children come to the nursery from varied backgrounds. The majority has basic skills in language, literacy and mathematics similar to those found nationally. They make sound progress and, in all areas of learning, the majority is in line to attain the early learning goals by the age of five. However, a proportion of children need focused attention in the foundation years and remain below the level desired.
71. Since the last inspection, provision shows appreciable improvement. Then, the quality of teaching in the nursery and reception classes was variable, with some unsatisfactory teaching. There is now a strong team of teachers and the quality of teaching in all areas is consistently good. In addition, an able, experienced early-years co-ordinator leads the Foundation Stage. The staff work in a harmonious team providing good role models. They are imaginative in the range of activities they provide for children. There is good balance between adult-directed tasks and activities which children choose for themselves. The staff have high expectations of the children and ensure that increasingly challenging tasks engage them within a safe, supportive environment. They use a good range of strategies to develop learning for the widely differing levels of need and successfully ensure questions are suitably encouraging and demanding of the more able. Children with special educational needs and those for whom English is an additional language receive good support. Planning in all areas is good. Unlike at the time of the previous inspection, there is a scheme of work, based on 'Stepping Stones', for the recommended areas of learning. Individual baseline assessments establish the starting point in reception, but planning is insufficiently informed by a structured approach to the assessment of children's progress.
72. Accommodation for all classes is now good, both indoors and outdoors, although temperatures are below required levels in the nursery classroom and one reception classroom. Resources are well organised, accessible and sufficient. With new staff, the additional reception class and the building works just completed, a good basis for the Foundation Stage has been set up. The environment provided, both indoors and outside, is one in which children feel secure.

### **Personal, Social and Emotional Development**

73. Children make good progress in their personal, social and emotional development and by the age of five most reach the expected standards. They learn about relationships, developing through parallel play to relationships with each other. Most children enter the playground in the morning with enthusiasm and confidence. In the classroom children select an activity, working with the adults before freely moving on to another. They are encouraged to take turns, for example when a child uses the magic wand to select another child to demonstrate weather sounds using musical instruments. The

child holding the wand wants a turn himself, so finds it difficult to choose another but does so. In reception, children are becoming sensitive to the needs of others, for example in their attitudes to a child with a physical disability.

74. The quality of learning is good. While builders were on site, the play area was restricted and children kept bumping into each other in their wheeled vehicles. After talking about this, they devised safety rules for using the cars with respect for each other.
75. With new low toilets at one end of the nursery room, pupils can manage their own personal hygiene and most manage their own clothes and shoes independently. Class routines are well established and children, after a week in the class, know what to do. For example, during apple time, children find their names, take a piece of fruit and milk and sit at a prepared table. They mostly sit quietly and chat happily. They are secure and confident.
76. Teaching in this area of learning is good. Teachers provide a wide range of interesting activities in a stimulating and attractive manner, which encourages the children to tackle experiences of learning with confidence and perseverance.

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

77. By the time they are five, most children meet the required standard in communication, language and literacy, whilst a minority is not in line to achieve the standard expected. Most make good progress on entry and develop their spoken English well. For example, in the home corner, boys actively involved in making tea invite the visitor to participate. When children say unexpectedly mature words, for example "waterproof", the teacher responds with encouragement. When talking about what day it is, the children ask what is "yesterday" and "tomorrow". The nursery classroom is equipped with tape recorders and headphones and children look at the book of the tape while listening to the story. In reception classes, teachers provide opportunities for children to develop their speaking and listening skills in literacy lessons. They share gains in their knowledge of initial sounds, speaking up readily and offering contributions when asked. Children develop skills in writing, appropriate to their ability. In reception, children listen with enjoyment and respond to stories, rhymes and poems. For example, in reception, children enjoy listening to "The Three Little Pigs" and follow this by the writing their own version of this well-known story.
78. Children are at different stages in the development of reading skills but all handle books carefully. Some are at an early stage of left-to-right eye movement, some 'read' from memory and some gain meaning from print, reading high-frequency words. A small number use a variety of methods to read stories. For example, they use the sound of letters to help them read words, or pictures to give them an idea of what the writing is about. Books are taken home regularly by the children to share with families, with helpful comments by teachers on the child's progress. From the scrutiny of books, it is apparent that children are progressing satisfactorily in handwriting.
79. The quality of teaching in this area is good. Using the structure of the literacy hour, lessons are well organised and teachers make good cross-curricular links, for example with environmental studies. Adults interact with children in a lively manner and exploit opportunities to increase children's vocabulary. The newly introduced 'Stepping Stones' for Foundation Years forms the basis of well-planned teaching. Ongoing assessment is not recorded on an individual level to form the basis of future work but informally teachers are aware of individual needs.

## Mathematical Development

80. Most children enter school with average mathematical skills and they make satisfactory progress to meet the expected standards by the time they are five. The quality of teaching is good and has a strong impact on children's learning. For example, in a reception lesson, children count how many pennies are in each of two purses, and then work out how many more are in the bigger purse. They use appropriate mathematical vocabulary and know the words 'equal' and 'plus'. Reception children, having thrown a dice, use a number line to say what is two more or two less than the number given on the dice. A computer game in operation helps reinforce this activity.
81. Teachers make a valuable contribution to children's learning by effectively engaging their attention and reinforcing understanding. The nursery provides an interesting environment for the development of mathematical concepts. For example, there are games for matching, counting and following pathways, and games for size and shape. Children at the sand tray pouring sand into plastic containers with holes, talk about them being 'empty', 'full' or 'half full'. They use appropriate words to describe position, for example, 'in front of' and 'behind'. A group of children concentrate for a sustained period on a board game which involves counting up to four. Frequently jigsaws provide direct stimulus for nursery children on the carpet, with appropriate questioning by teachers, for example, "How many rabbits? How many cats in the picture"? Children recognise numerals when making a spider, using a circle for a base of the body.
82. Teachers show good knowledge and understanding in the way they present the mathematics foundation curriculum, using practical methods that enable children to learn effectively. Plans take account of the newly introduced 'Stepping Stones' and clearly set out intentions of learning for the lesson. Lessons are well planned to meet the needs of all children, taking into account different rates of development.

## Knowledge and understanding of the world

83. By the time they are five, the majority of children meet national expectations in their knowledge and understanding of the world. A photograph on the nursery wall declares, "We can explore and investigate together". Staff plan many activities, which add to the range of first-hand experiences that parents provide for most nursery children. However, there are some children who have limited experience, for example of nature. In the nursery, children effectively acquire a range of skills and knowledge and understanding of the world in many ways. They learn by doing things and using a range of materials. In the nursery they experiment on materials, testing their waterproof properties. They put small model people in jars and cover them with three different materials. Children use a pipette to draw water through and then look at the wetness of the model person.
84. The current focus is rain and activities revolve around a Meteorological Office play area. One nursery nurse works with children writing their postcards from Africa- sticking on symbols of what the weather is like, and "handwriting" their cards with much exchange of language. Dough-making by the children produces an ideal modelling medium for spiders, which are created using art-straw legs. Nursery children are fascinated when they drip coloured water on to dry cloth and it runs off the surface. They then thoroughly wet the cloth and talk about blue and red making purple as the coloured water is absorbed. However, there is little evidence of children learning about past or present events in their lives and limited observed use of a computer except in the

control of the mouse in an art programme in the nursery and in the reinforcement of phonic and number work in a reception class.

85. Pupils in reception have a sound understanding of the different cultures and views of other countries, through, for example, stories about the Chinese New Year. What they learn comes alive to the children when told whether they were born in the year of the pig or the rat. They create a mask to take part in the procession of celebration. Children in reception compare the habitat of their guinea pig with their personal environment. In response to a question asking in what way the children's houses did not look like the guinea pigs' cages, one response was, " I have a triangle roof on my house".
86. Teaching is effective and clear objectives are set. Teachers manage children well and have high standards for behaviour. Support staff and other resources, including time, are usually used effectively.

### **Physical development**

87. By the age of five, the majority of children make satisfactory progress to reach expected standards in physical development. The school provides undercover climbing apparatus for use when children arrive at school or before they go home. Safely organised outdoor play enables the development of co-ordination and control of their bodies. Children and staff are excited when using their new, safe, well-planned outdoor learning environment. The focus of the inspection week was high and low balancing. Children were unsteady when walking up inclined planks. Pupils skilfully manipulated several wheeled vehicles to avoid bumps." Look behind you if you are going backwards," they were told. Twice a week there is good provision for more formal experience of movement linked, during inspection week, to the theme of water. In the hall, children moved on tiptoes to the teacher's shaker, "pittering and pattering" like the rain, showing appropriate awareness of space. They pretended to be fat raindrops and then pretended to put their boots on and jump into puddles. The lesson ended with children lying down listening to watery music, a skilful use of this calming influence.
88. Fine motor skills are developed in many ways, for example through scissor control when making spiders. Children show correct pencil holding and control when making raindrops by joining the dots.
89. Reception children were not observed during physical activity sessions. They play with Key Stage 1 children at playtime, having the opportunity, for example, to skip. The interconnecting doors between all early years classes enable interaction between the years, especially when the children have recently changed classes, so reception children can enjoy nursery resources from time to time.

90. Overall the quality of teaching is good in this area, with good provision for the children's development. This good teaching is characterised by clear instructions and lively leadership, with high expectations. Good use is made of all teaching staff and assistants in planned and unplanned physical development times. They take account of the newly introduced 'Stepping Stones' for the Foundation Stage. A rich environment is provided where children develop well physically.

### **Creative Development**

91. By the age of five, the children's creative development meets the required standard. Children have daily opportunities to express themselves in drawing, painting and imaginative play and in using materials such as play-dough, sand and water. Early years children enjoy a stimulating environment, where they can react using many senses. Their creative development is nurtured well both in the nursery and reception. Using pipettes, children in the nursery drip coloured water on material. Finding that it is not absorbed, they wet the fabric and spread red colour into the blue, and are fascinated by its turning purple. Noah's Ark enables effective creative play with miniature world animals going into a miniature ark. Finger puppets stimulate creative language and interaction, as well as introducing children to the Bible story in their religious education. Having made dough, the children in the nursery roll it out and manipulate it in many ways as they make their spiders. The meteorological subject of the song "What's the weather today?" is a recurrent theme, which children join in with enthusiasm. Children also play with large construction toys and a popular train, which is pushed through a long tunnel.
92. In a reception class, children explore colour and texture in a challenging focus on textiles. Children use equipment for mark making on material. They choose their preferred medium to use on cloth to make into a bag. They say why, for example, they like using pastels, "because you can mix the colours". On display are pictures made from fabric. Another reception class make Chinese dragon puppets on sticks and masks for the Chinese New Year. This is a good cross-cultural experience for the children. Choosing their favourite action songs, a reception class enjoy a music session on the carpet; playing percussion instruments while the rest do actions. In this lesson, the teacher also promotes good language development, by encouraging children's vocabulary for example "orchestra" and "rhythm".
93. Overall, teaching is very good in this area of learning. Creative development is fostered well through a wide variety of activities. All staff work closely together and make positive contributions to the children's learning. Resources are available and activities are thoroughly prepared.

### **ENGLISH**

94. Pupils reach expected standards by the end of both key stages. This is an improvement since the last inspection, when attainment at Key Stage 2 was below expected levels.
95. At Key Stage 1, the trend in results in national tests over the past four years has been slightly upwards, with reading remaining close to the national average. However, results in the reading and writing tests for 2000 were below the national average, but average in comparison with similar schools. The dip in the 2000 results can be attributed mostly to the high percentage of pupils with special educational needs within that cohort. At Key Stage 2, although the trend in results in national tests since 1997

was slightly upwards, results were always below or well-below the national average until 2000. The results for 2000 are in line with the national average and above average compared to similar schools. The percentage of pupils that attained the expected standard, Level 4, was higher than the school's set target. The percentage that gained Level 5 is in line with the national average and well above the average for similar schools. Girls slightly outperform boys.

96. Inspection findings confirm an improving picture in both key stages, and especially at the end of Key Stage 2. Evidence, which includes an analysis of pupils' past and present work, lesson observations and discussion with pupils, indicates that standards in speaking and listening, reading and writing at the end of Key Stage 1 are in line with the national average. This is similar to the previous inspection report. By the end of the key stage, attainment is also close to the national average, which is an improvement since the last inspection, when it was reported that pupils made unsatisfactory progress and that standards were below expected levels.
97. The school is determined to continue to raise standards and sets challenging but realistic targets for each year group in both key stages. A thorough analysis of strengths and weaknesses in teaching and learning has enabled the school to target appropriate resources and training. A good start has been made on improving the quality of pupils' creative and extended writing by helping them to broaden the range of expressive vocabulary and use of techniques which engage the reader. The implementation of the National Literacy Strategy is effective and has brought added vigour to teaching and learning. It has raised teachers' expectations and increased the pace of lessons and the rate of pupils' learning.

### **Speaking and Listening**

98. Most pupils develop as confident communicators at Key Stage 1. By the age of seven, higher-attaining pupils, for example, demonstrate good listening skills when responding quickly to teachers' questions about the content of 'The Lion and the Mouse'. Average and lower-attaining pupils explain their work satisfactorily, give reasons why there are school rules and describe a favourite character. They can retell stories and take part in imaginative play. For example, pupils in a Year 1 class could recall accurately, using appropriate language, the main events and characters in 'Three Billy Goats Gruff'. Throughout the key stage the pupils listen attentively to the teachers and to each other and most explain their ideas confidently, especially at the beginning and end of lessons.
99. In Key Stage 2 the standards of speaking and listening are satisfactory overall. By the age of 11 pupils are attentive and eager to contribute to classroom discussion. This is encouraged in many final sessions of lessons. Many pupils are articulate and will venture opinions about the texts that they are studying. Such an example was noted in a Year 5 lesson on the difference between metaphors and similes. In debating situations pupils pay close attention to their peers, challenge an opposing view politely by picking up on points made earlier, and expand on these ideas. This was much in evidence during a Year 6 class discussion about the creation of mood in story writing, while referring to H G Wells's 'War of the Worlds'. In Year 3 classes, pupils' listening skills are not so finely tuned. These pupils are usually eager to contribute their ideas but the rule about signalling their intention to speak is not always firmly established and pupils do not consistently listen well to each other.

### **Reading**

100. Reading is promoted strongly within the school. This is a good improvement since the time of the last inspection, when pupils' reading skills were not sufficiently built upon in Key Stage 2. All pupils are well supported by a sound system for encouraging reading at home. By the end of Key Stage 1, pupils read a selection of literature, express their opinions about stories they have read and use a range of strategies when reading independently, such as knowledge of letter sounds, prediction and the context of the story. Most pupils are enthusiastic about books and particularly enjoy reading simple narratives such as 'Little Red Hen' or 'Waiting for Goldie'. In lessons they display curiosity and excitement about features of non-fiction texts such as the glossary and are keen to explore the definitions of words such as 'swerved' and 'rapidly' with the teacher.
101. By the age of 11 many pupils read fluently, using expression that reflects the meaning of the text. Overall standards are average. All use their knowledge of letter sounds and blends to attempt unfamiliar words. Whilst higher-attaining pupils derive meaning from textual clues, lower-attaining pupils find this more difficult. In the library most pupils can locate information and find the books they need. In many lessons pupils use a thesaurus and dictionary to enhance their vocabulary skills. Most pupils at this age understand how increasing vocabulary adds to one's enjoyment of reading and writing. They read a wide range of literature that includes modern poets, for example Colin McNaughton and Allan Ahlberg, and classical works, which include Shakespeare's 'Macbeth'. Many pupils select challenging books, such as David Day's 'Noah's Choice', for independent reading. They benefit from group reading sessions and higher-attainers can discuss plot and characterisation fluently. In Year 6 they understand the use of metaphorical language, recognising for instance that 'skin white with fury' is a reference to anger.

## Writing

102. By the end of Key Stage 1 pupils are beginning to write in different forms, such as recipes for menus, lists of clothes they wear, weekend news and accounts of stories and poems. Writing has improved since the last inspection. Year 1 pupils write descriptions of sheep and shepherds, instructions for making breakfast and a book review of 'The Three Little Pigs'. Pupils in Year 2 use some imaginative language when writing a story about 'My Dragon'. The focused and systematic teaching of literacy is evident in examples of extended writing, for instance in history, geography and science. Spelling skills are developed systematically and are still improving. Although pupils' writing is often neat and well formed, many do not consistently use joined script in their everyday writing. By the end of the key stage, punctuation is becoming more accurate and pupils, especially higher-attaining pupils, often choose words carefully.
103. By the end of Key Stage 2 pupils write for a range of purposes and readers, for example persuasive letters to fictitious council members about the local park, play scripts, poems, newspaper reports, biographies and interview formats, as well as creative and descriptive stories, an appreciable improvement since the last inspection. Pupils in Years 3 and 4 understand the use of tenses, adjectives and synonyms. The skills of dialogue and paragraphing are steadily developed in Years 5 and 6. Pupils have opportunities to improve their work by drafting, editing, proof-reading and then presenting the final form. The quality of creative writing is satisfactory overall, with some high attainment, especially in the upper Key Stage 2 years, which reflects the good depth of reading experience. Some imaginative choices are evident. For example, pupils in a Year 6 class studying the difference between phrases and clauses in H G Wells's 'War of the Worlds' frequently produced sentences including phrases

such as a 'shriek of ungovernable terror'. Such interpretations and their subsequent own written work reinforce the importance of language as a means of communication. In a Year 4 class, sentences based on 'The Mousehole Cat' include colourful analyses of characters and sensitive, thoughtful writing enhanced by the use of metaphors and similes. Some higher-attaining pupils in Year 3 compose their own 'fables' based on 'The Boy Who Cried Wolf'. Pupils learn banks of words to spell correctly and many have developed handwriting in a cursive, flowing style, using ink.

104. Literacy is being developed effectively throughout the school. Pupils' literacy skills are being improved constantly in other subjects, for example the importance of listening to and carrying out instructions in physical education, in writing up a science investigation and explaining the features of rivers in geography. However, pupils do insufficient recording of work in religious education. The benefit of regular additional literacy support in Year 3 is now beginning to pay dividends. This is an improvement since the last inspection. Teachers are beginning to use information and communication technology to support pupils' learning. At Key Stage 1, pupils use simple word processing skills to correct and present their work. At Key Stage 2, pupils are more aware of how to change the appearance of text to enhance their work.
105. Pupils' attitudes are good and this, combined with effective teaching, ensures that learning is good overall. Pupils with special educational needs and those for whom English is an additional language also learn well. Pupils are generally well motivated, enthusiastic and eager to learn. Such examples were noted in a Year 1 class modelling stories on 'The Three Billy Goats Gruff' and in a Year 4/5 class discussing the use of dialogue in text. Most enjoy the activities and work well individually, in pairs or in groups. They display interest in what they are doing, sustain concentration well and the majority take pride in their work. Resources are handled with care and the pupils, especially in Key Stage 2, develop the capacity for personal study, as was observed in a Year 4 lesson on personification in 'The Mousehole Cat'. In lessons pupils are well behaved and courteous, relating very well to adults and their peers.
106. Teaching is mostly good, with no unsatisfactory lessons seen. This is a significant improvement since the last inspection. All teachers implement the National Literacy Strategy successfully. Key skills are taught well and this is a major contribution to pupils' learning. Such a prime example was apparent in a Year 6 class studying the effectiveness of adjectival and adverbial clauses in story writing. Teachers usually make the most of spontaneous opportunities to develop language from pupils' own interests. For example, in a Year 2 lesson on story endings, pupils were given the opportunity to identify and attribute 'powerful' words (e.g. 'struck', 'antics') to a variety of their own experiences. Teachers systematically introduce pupils to a wide range of writing. Appropriate strategies for reading are promoted. They choose suitable texts to emphasise aspects of literacy, as in a Year 5 class when the text of 'Perseus and the Gorgon Slayer' was used to illustrate descriptive narrative. Where teaching is best, lessons are planned well, pace is good and expectations are high. Instructions are clear and questions are used effectively to revise pupils' previous learning and to challenge their thinking about the new topic. This was eminently illustrated in a Year 3 lesson interpreting morals in fables and in a Year 6 class with emphasis on descriptive writing. Teachers' close liaison with classroom assistants has a positive impact on the quality of teaching and learning throughout the school, including of those for whom English is an additional language or who have special educational needs. Good examples were noted in all Key Stage 1 classes, where pupils' word and sentence-level skills were being developed through shared and guided reading on a regular basis. Assessment opportunities are always taken at the end of lessons and frequently during



lessons, to reinforce key learning points. The quality of marking varies. At its best it is positive, evaluative, sets clear targets and helps pupils to improve.

107. The subject is well led and managed by the co-ordinator. She is an enthusiastic advocate, is committed to raising standards and has a high profile within the school. She ensures that the curriculum is planned well and that good coverage, balance and continuity ensue, which is a significant improvement since the last inspection. She has carried out an extensive review of provision during her limited time in post and has advised on effective methods of implementing the National Literacy Strategy. A detailed policy and scheme of work are in place. To date, opportunities to observe class teaching and learning have been limited but she monitors teachers' plans and pupils' work on a regular basis. She oversees the termly levelling of pupils' work against National Curriculum targets and identifies the scope for continued improvement, especially in creative writing across the school, and spelling at Key Stage 1. Medium-term planning which is consistent with the long-term planning is thorough. Assessment includes an ongoing reading record, regular spelling tests, National Curriculum tests and optional National Curriculum tests in Years 3, 4 and 5. However, short-term assessment procedures sometimes omit the sharper focus to provide specific strategies to promote the pupils' next stage of learning. Nonetheless, all pupils are set individual targets, which are reviewed on a termly basis. Resources are good and used effectively. All classes are supplied adequately with books.

#### **Provision for pupils with English as an additional language (EAL)**

108. There are 53 pupils in the school who are registered as learners of English as an additional language. A significant proportion of these are from ethnic minority backgrounds but a small number are refugees. The school has improved the provision for these pupils since the last inspection. It school provides additional support funded under the Ethnic Minority Achievement Grant (EMAG). A part-time teacher is employed four mornings and one afternoon each week to work with 15 pupils. Pupils are drawn from reception and Key Stage 1. At present there is no language learning support for pupils at Key Stage 2. Class teachers are asked to identify and assess the pupils to be considered for EMAG support. However, there are no specific tests used to measure pupils' language awareness, language competency or language proficiency, as opposed to language acquisition. Some pupils with EAL and from ethnic minority backgrounds have adequate language use for everyday life, but not language proficiency for learning to enable them to participate fully in all the curricular opportunities available. There is no system of measurement in place to register the stages of language learning reached by each pupil with EAL. The school has general assessment procedures for measuring the progress of all pupils, but there are no specific procedures for monitoring the progress made by EAL pupils from one stage of language learning to the next. The school does not analyse the performance of pupils with EAL in comparison with that of other groups.
109. Teachers in most classes understand that they have a significant number of pupils with English as an additional language and provide clear explanations of work, which help pupils to develop their listening and speaking skills. During the inspection it was observed that EAL pupils make satisfactory progress during the early stages of reading and writing. However, between the ages of seven and 11 there are inconsistencies in the rate of progress of pupils, some of whom have limited experience of formal English. Whilst some higher-attaining pupils make appropriate progress and reach standards similar to those of other higher-attaining pupils, others, despite their good attitudes to work, do not make such effective progress. The specialist teacher for EAL is trained to work with pupils who have special educational needs and the 15 pupils whom she

supports are learning effectively. However, other pupils with English as an additional language are less well supported and consequently their progress is less good.

110. The school lacks a framework for the management of the learning provision for EAL pupils within the context of the National Curriculum. Class teachers and learning support assistants have insufficient guidance on a systematic and effective approach for assessing, supporting and monitoring the learning progress of EAL pupils and those from ethnic minorities to ensure that more advanced learners continue to receive support for their language development. The school has, at present, no profiles of each pupil's linguistic development to enable targets to be set for the improved language proficiency of every pupil.
111. A strength of the school is that EAL pupils and those from ethnic minority backgrounds are made welcome and they integrate happily into many aspects of school life. These pupils' achievements and successes are celebrated in assemblies, when they receive many different awards acknowledging their efforts.

## **MATHEMATICS**

112. Pupils reach expected standards by the end of both key stages. This represents appreciable improvement since the last inspection when standards were found to be low at Key Stage 2. While pupils at Key Stage 1 made satisfactory progress, progress at Key Stage 2 was unsatisfactory and standards were below to well-below the national average.
113. At Key Stage 1, results in national tests were broadly in line with national averages at the time of the last inspection. Since then the pattern has been erratic, results rising sharply one year and dipping significantly again in 2000 to well below the national average. Inspection evidence confirms that standards have recovered to expected levels in the current Year 2. Pupils have a secure knowledge of numbers to at least 100 and can add and subtract numbers to 50. Pupils are beginning to understand that subtraction is the inverse of addition and can use an appropriate range of mental strategies to work out answers. Most pupils can mentally add single-digit numbers to numbers smaller than 100. Pupils understand multiplication as repeated addition and are developing a sound knowledge of the two, three and five times multiplication tables. They know the names, and some of the properties, of two-dimensional shapes and can solve simple money problems. Year 1 pupils are also working at appropriate levels and are confident in using the vocabulary of addition and subtraction.
114. At Key Stage 2, the last inspection reported a steady decline in national test results to well below the national average. These results were reflected in the inspection findings, with too many pupils in Year 6 working below expected standards. There was a sharp rise in the following year and the upward trend in results was sustained in the 2000 tests with the school achieving results in line with the national standard and above those of similar schools. The school exceeded its target in terms of the proportion of pupils reaching expected levels. Current standards in Year 6 are in line with expected levels. Pupils have a good understanding of number and place value and, by Year 6, pupils' number skills are typical of those found nationally. They use a variety of mental and written methods. They can use the four operations with decimals competently and calculate the percentages of various amounts. They have a sound knowledge of fractions and can convert fractions to decimals and then percentages. They can work out a variety of mental arithmetic questions with appropriate accuracy and speed. Year 5 pupils can multiply and divide numbers and decimals by ten and 100 and use appropriate strategies to round numbers to multiples of ten. However, the school has

not fully compensated for the legacy of past deficiencies. In particular the poor results in last year's Key Stage 1 tests are reflected in the below average standards in the current Year 3.

115. The quality of teaching and learning has improved since the last inspection. Teaching in observed lessons is good at both key stages. Seventy per cent of lessons observed were good or better and no unsatisfactory lessons were seen. At the time of the last inspection, overall progress at Key Stage 2 was judged unsatisfactory. Now most pupils achieve well in lessons. There is a good emphasis on teaching numeracy and the teaching of basic number skills is good. With the introduction of the National Numeracy Strategy, teachers' subject knowledge is more secure and the teaching of key vocabulary is good. Lessons are well planned and the good organisation and management of group activities keep pupils on task throughout the lesson. There are clear learning objectives for each lesson, although not all teachers share these explicitly with their pupils.
116. In good lessons, teachers assess what pupils have achieved and give regular feedback to their pupils. In the best lessons pupils achieve well because teachers provide activities at differing levels so that pupils can work and make progress at their own level. Teachers know their pupils well and generally provide tasks appropriately matched to their learning needs. However, this does not happen in Year 6, where the teacher plans the same work for most pupils in preparation for end-of-year national tests. Whilst the work is challenging for most pupils, and the lessons are conducted at a brisk pace, ensuring that most pupils are on target to reach the expected levels, a number of more able pupils are insufficiently challenged. The progress of pupils with special educational needs in relation to their prior attainment is generally satisfactory and better than at the time of the last inspection. However, they receive little additional support and their progress is strongly related to the individual teacher's ability to provide work at appropriate levels. Most teachers plan effectively for these pupils. Likewise, pupils with English as an additional language (EAL) are not specifically supported and their progress partly depends upon the level of their English language competency. Higher-attaining pupils with EAL make appropriate progress and reach standards similar to those of other higher-attaining pupils; others, despite their good attitudes to work, sometimes struggle.
117. Teachers follow the framework of the National Numeracy Strategy in all classes except in Year 6. Most lessons start with a brisk whole-class session focusing on developing pupils' mental arithmetic skills. There is a high proportion of direct teaching with clear explanations and instructions and demonstrations that use pupils, thus engaging the whole class. Pupils respond well when activities offer good opportunities for quick responses. Pupils enjoy opportunities to explain how they arrive at their answers. For example, in a good lesson in Year 5, effective whole-class teaching is balanced with groups working collaboratively exploring division problems and pupils clearly enjoy explaining their strategies to the whole class. In a Year 1 class a pupil explained confidently to the rest of the class that if she had four cubes she needed six more to make ten. What made this lesson very good was not just the pace of learning, but the teacher's constant prompting and challenging of the young pupils and their lively and eager responses. In some lessons, teachers' questioning is effective in consolidating prior learning but does not sufficiently extend pupils' thinking. Occasionally the management of group activities is not fully effective because the teacher does not use this part of the lesson to focus support where it is needed.
118. The school has made good improvement since the last inspection. Management of the subject is now effective, although three different members of staff have co-ordinated

the subject over the last two years. The new co-ordinator is enthusiastic but has a heavy workload with a range of other key management responsibilities. Nevertheless, under the leadership of the deputy headteacher, the school has successfully implemented the National Numeracy Strategy, undertaken appropriate staff training, improved the quality of planning, increased resources and started monitoring teaching and provision. Pupils now achieve higher standards and make satisfactory progress both in observed lessons and over time. Their numeracy skills, and in particular their mental skills, have improved because the school was rigorous in addressing the causes of underachievement. This is due to the strong leadership from the school management team and the effective management of the subject. Assessment arrangements are satisfactory. Teachers mark pupils work regularly but do not make sufficient constructive comments to help pupils improve further. The progress of pupils is monitored regularly against the key objectives in the Numeracy Framework. Assessment includes optional National Curriculum tests in Years 3, 4 and 5. The school sets individual targets for all pupils but these are not yet shared with pupils or parents.

## SCIENCE

119. Pupils achieve expected standards by the end of both key stages. This represents good improvement since the last inspection. Then, pupils at Key Stage 1 made satisfactory progress and reached average standards, while at Key Stage 2 pupils' progress was unsatisfactory and attainment was below expected levels.
120. At Key Stage 1, the percentage of pupils reaching the expected Level 2 or above was well below the national average and the percentage reaching the higher levels was below average on the basis of teachers' assessments for Year 2000. However, the standards of attainment of pupils currently at Key Stage 1 are in line with those expected for their age groups and pupils make satisfactory progress and improve their performance. This is because greater emphasis is now being placed on investigative science and teachers are developing effectively pupils' skills of enquiry. For example, pupils in Year 2 conduct their own tests to find the essential conditions that seeds need to grow into plants. Pupils suggest that plants need soil, warmth, light and water to grow well and predict the outcome if any of these factors is withheld. Younger pupils are beginning to use scientific vocabulary with increasing confidence and progress well with their investigations. For example, pupils in Year 1 group living things according to size, shape and feature, recording their findings carefully. One pupil drew four diagrams depicting different kinds of seed: "big and crumpley", "hard and shiny", "round and smooth" and "tiny and hairy". Pupils in Year 2 progress to comparing the properties of natural materials such as rock and wood with the properties of man-made materials such as plastic and nylon. Pupils enjoy discovering the properties of magnetic and non-magnetic materials.
121. At Key Stage 2, results in the Year 2000 national tests were in line with the national average and above average in comparison with pupils from similar schools. This represents a significant improvement since 1998, when results were well below the national average, and follows a sharp rise in performance over the last year. Throughout Key Stage 2, pupils build progressively on their former learning. Pupils observe how living things grow and reproduce. They experiment with materials to find different ways in which these can be used. They investigate different processes to find out the way things work. For example, pupils in Year 4 record their attempts to make a circuit light a bulb, understanding that a circuit needs a source of power such as a battery to make it work. The lessons seen and work analysed provide evidence that pupils use their prior learning well to increase their knowledge and understanding, so

that by the age of 11 all pupils are making satisfactory progress, including the lower-attaining pupils and those with special educational needs. In Year 6, pupils measure the difference between weight and mass, exploiting their mathematical skills by using the terms “newton” and “gramme” correctly. Good writing skills are reflected in the pupils’ well-presented records, with diagrams and charts labelled carefully.

122. Pupils enjoy their science lessons and behave well. They learn best when given the opportunity to experiment for themselves, working in small groups and sharing their discoveries. Pupils with special educational needs achieve well if supported through differentiated tasks. Pupils with English as an additional language have varying degrees of success depending upon the level of their English language competency. Higher-attaining pupils are not given enough opportunities to develop their ideas independently, using their own initiatives for learning. Both boys and girls progress well, reaching comparable standards
123. The quality of teaching in observed lessons at Key Stage 1 is satisfactory. It ranges from satisfactory to very good. Planning is effective with a good range of activities that stimulate pupils’ learning and the skilful management of pupils, which enables them to conduct group experiments co-operatively. These shared responsibilities for learning encourage a positive response because the pupils know that their ideas, suggestions and predictions for the outcome will be valued. For example, pupils in a Year 2 class managed to fill plant pots from a big bucket of soil, plant their seeds, water these and lodge them in the place allocated, checking that all pots were labelled correctly to ensure that a fair test could be established. Personal development skills were well deployed because pupils managed to control their excitement and fulfil their tasks effectively and with control. No soil was dropped, no water spilled; only the learning was accelerated! Another example was seen in a Year 1 class. Pupils were very excited when guessing what was in each of the ‘feely’ boxes that were shared among the five groups. Pupils used their writing skills for recording the predicted contents of the box, and the reasons for their prediction. Lower attaining pupils were allowed to draw the contents if they did not know how to spell the words they needed. These skilful teaching strategies promote active learning.
124. Teaching in Key Stage 2 is satisfactory overall. Lessons are well structured and the curriculum is broadly based because teachers’ plans follow the national guidelines. Teachers set clear objectives, which pupils can understand, so they tackle their tasks confidently, and work well. In the best lessons seen, pupils are encouraged to develop their understanding through scientific enquiry and practical experiments. Pupils in Year 5 conduct experiments to find how sound travels, recording their understanding on a sound concept map indicating that sound waves run through different mediums such as solids, air and water. Teaching is less effective when pupils are not given the opportunities to make their own discoveries using equipment and materials to find out from first-hand experience. For example, pupils in the very large Year 6 class have limited opportunities to conduct their own experiments in groups because of the cramped conditions in their classroom. However, the teacher demonstrates effectively and the whole class discuss the findings, drawing conclusions and recording results using the correct scientific terms.
125. Assessment procedures are satisfactory. Marking is used well across all year groups. Pupils are encouraged by teachers’ comments and spurred on to greater efforts if work has not been completed to the standard expected. Teachers keep sound assessment records but these are not yet used to track each pupil’s rate of progress and to identify individual needs. As part of the school’s involvement with the Beacon School Initiative 2000, it plans to make better use of assessment records.

126. There has been an appreciable improvement since the last inspection. The school's performance in the national tests for science has improved at Key Stage 2. Improved planning has resulted in better quality teaching from most teachers and this is reflected in the improved learning achievements of the pupils. An improved structure of management encourages teachers to share good practice and this is beginning to yield a richer diet of science provision. The subject co-ordinator has a clear view of her responsibilities to extend the schemes of work beyond the QCA planning to provide better learning opportunities and to raise levels of achievement, especially for seven-year-olds. A wide range of resource material is available to support pupils' scientific enquiries and to promote their learning of the key skills needed for conducting experiments and recording their results.

## **ART AND DESIGN**

127. Standards are similar to those found in most schools at both key stages. This is a similar picture to that at the last inspection.
128. Attainment of seven-year-olds is broadly in line with standards expected nationally for their age group. At Key Stage 1, the artwork reflects their studies in other curriculum areas and reinforces the pupils' learning. For example, pupils in Year 1 support their learning in numeracy by putting painted handprints on the wall-chart, measuring size and height. Another Year 1 class support their history learning by making prints of different types of house and home using polystyrene squares to make a master block. In Year 2, pupils' skills in observational drawings of plants and flowers produce work similar in quality to that of pupils of comparable ages in most schools.
129. Attainment of 11-year-olds is broadly in line with standards expected nationally. A few older pupils reach a good standard in line drawing, showing awareness of perspective and of different materials that can be used for drawing and painting. Pupils in Year 5 integrate art with design technology to produce patterns in different materials, predominantly coloured blue to illustrate the movement of the water cycle. Pupils reinforce their learning that water is essential for all living things to survive.
130. The quality of teaching is satisfactory but has shortcomings. For example, in a Year 2 lesson pupils use sketching pencils to draw and sketch plants and flowers without any prior demonstration or examples of appropriate techniques. The more able pupils rose to the challenge of this demanding task, less able pupils struggled but persevered, while one pupil with special educational needs failed to follow instructions and did not complete the task appropriately. A lesson in Year 6 was unsatisfactory because of the inappropriateness of the activity, which provided no opportunity for pupils to develop their creativity or work imaginatively. Teachers plan according to the nationally recommended guidelines for half of each term, followed by half a term for developing skills and techniques, integrating pupils' artwork with other curriculum areas. This gives a good basis for curriculum enrichment through art and design. For example, pupils in Year 4/5 investigate the way patterns are made, identifying the impact of shape and size and contrasting formats of patterns. This supports development in mathematical skills by exploring shape, space and measures. In Year 2, pupils draw objects made from different materials, deciding which are natural and which are manufactured and grouping these correctly. For example, pupils make drawings of glass bottles, paper bags, pieces of rock, seashells and a wax candle. Younger pupils recognise the passing seasons with classroom collections of autumn fruits and drawings of daffodils growing in pots. There is evidence that pupils have used

materials imaginatively and take pride in their achievements. In Year 3, pupils study how relationships are portrayed, using paintings by Van Gogh for stimulus material.

131. Some pupils' work is to be found on classroom walls but there is a disappointing lack of art displays around the school, so that opportunities are missed to celebrate pupils' creative activities.
132. The co-ordinator for art recently returned from maternity leave. There are no established assessment procedures in the school but the co-ordinator has appropriate plans to develop a portfolio for each pupil recording the progress made throughout the school. Pupils are entered for 'Artworks', a national competition for young artists. There are useful links with the local secondary school, to share some of the art on display. Visits are planned to the Tate Gallery, the Horniman Museum and the Tate Modern.

## **DESIGN AND TECHNOLOGY**

133. Pupils reach expected standards at both key stages. This is an appreciable improvement since the last inspection, when standards were judged to be below national expectations.
134. At the time of the last inspection, pupils made unsatisfactory progress in the development of skills. Their achievements are now satisfactory. Pupils plan their work carefully and produce appropriate designs. They understand the importance of accurate measurements and of choosing the right materials. They obtain appropriate experiences in a wide range of materials and the application of different techniques. They handle tools carefully and show respect for property.
135. At Key Stage 1, they make a variety of clay animals and design and make effective face masks using paper plates. Puppets of varying designs, skilfully made by the pupils, are well displayed in the classrooms.
136. At Key Stage 2, Year 3 pupils design and make moving monsters that are powered by dry cell batteries. Pupils talk animatedly about their designs and about how they might be improved. Their food technology skills improve as they learn how to make a variety of sandwich snacks and make suitable packaging for display. By skilful use of a combination of wheels with sprockets, Year 5 pupils design and make a child's toy which moves up and down in a frame. By the end of the key stage, pupils have experienced textile printing, designed a variety of functioning torches and made usable slippers. As pupils move through the school, the design process continues to be developed. Year 5 pupils design and construct musical instruments that produce tuned notes. They design and make a money container using a range of fabrics and other materials. This involves careful measurement and design for a real purpose. They discuss and evaluate the advantages of different materials for a specific function. They include compartments for different purposes. Discussions with pupils show that they understand the processes involved and are proud of the work produced. Evaluations of their finished efforts are perceptive, and suggestions for improvement show a thorough understanding of what is involved. By the time pupils leave school at the age of 11 they have had a range of experiences of designing and making articles, including electrically powered items.
137. The teaching of design and technology is organised on a block basis for a period of two days for each year group staggered throughout the school year. No lessons in the subject were seen during the inspection. Judgements are therefore based on the

examination of documentation, discussion with teachers and pupils, and the examination of work on display in the classrooms as well as a portfolio of photographs of pupils' work.

138. The quality of teaching is sound as reflected in the quality of outcomes, with teachers successfully planning design and technology projects, sometimes linked to other subjects. The enthusiasm of the teachers for the subject is a good stimulus for the pupils, who show interest in their work and make good efforts to achieve sound standards. Year 6 pupils talked happily about the products they had made, and remembered projects undertaken by them in previous years. The quality of the finished work shows that teachers have high expectations and these are conveyed to pupils. Both teachers and pupils value finished products and this contributes to their sense of achievement.
  
139. There have been a number of improvements since the last inspection, which has led to pupils making satisfactory progress throughout the school. A scheme of work is in place based on the nationally recommended guidance. The quantity and quality of resources have been significantly improved and the work is well organised. Pupils are expected to produce work of a high standard. Pupils have a better understanding of the design process and plan through discussion, draw diagrams, make accurate measurements and discuss their ideas before making their product. Pupils, including those with special educational needs, make satisfactory progress and can evaluate the finished item.



140. The enthusiastic and knowledgeable co-ordinator monitors the planning of each year group to ensure that the subject is being taught well and evaluates the finished products. The nationally recommended scheme has been carefully adapted to the school's needs. This includes assessment opportunities but at present there is no consistent format for the tracking of skills as pupils move through the school.

## **GEOGRAPHY**

141. Standards of attainment at the end of both key stages are in line with expectations for pupils of similar ages.
142. By the end of Key Stage 1, pupils' knowledge of places and locations is sound and they have reached appropriate standards in their map work. Pupils have gained experience in using maps to locate places in and around their school and the local area. They study houses and correctly identify cottages, terraced, semi-detached and detached houses, and blocks of flats. They collect statistics on methods of travel to school by classmates and correctly present the data obtained on a bar graph. The topic of transport is further developed when they study life on the island of Struay. They speak confidently about farming and fishing activities as well as recreation facilities available on islands, especially those in tropical areas. They also confidently use atlases to locate places visited by pupils in the class. They know the countries of the United Kingdom and can show their relative positions on a map. They use globes, atlases and maps of different scales to locate places visited on holiday. They describe well geographical features associated with village life, including types of farming activity. They share the first-hand knowledge of pupils who have experienced travel to different parts of the world and extend their knowledge and understanding of how climatic and other factors affect people's lives. By the end of the key stage, they show confidence in locating places on the globe and on the world map and recognise the continents and oceans.
143. At Key Stage 2, pupils increase their understanding of mapwork by drawing their own street map of where they live, using a colour-coded key effectively to identify different land-use functions. Pupils in Year 5 employ good investigative skills to research information on the use of water in the home, showing their results in graph form, while Year 4 pupils study noise pollution around the school locating areas that need attention. Year 5 pupils attend a residential field course on Treginnis Farm in Pembrokeshire where they study a range of physical features and how these affect land use. They develop good skills of mapwork and way-finding, correctly identify features on the map and relate them well to factors that affect location. They have a sound knowledge and understanding of the water cycle and correctly explain the process of evaporation and condensation. Year 6 pupils speak confidently about the Indus valley, identifying significant geographical features and discussing intelligently how these impact on the lives of people living there. The pupils correctly define geographical terms associated with rivers, such as tributary, meander, river basin and erosion. They consider environmental issues such as proposals for the location of a Tesco supermarket in the local park area and establish cross-curricular links by writing letters of protest. By the end of the key stage, pupils are satisfactorily familiar with the use of grid references to locate features on a map, have a good understanding of different aspects of geography including contrasting environments, and are well prepared for the next stage of their studies in geography.
144. The teaching of geography alternates with that of history and no teaching of geography was observed during the inspection. There is insufficient evidence to make a sound judgement on teaching in the subject. Other judgements are based on the scrutiny of

pupils' work, talking to teachers and pupils and examining documentation including planning. The pupils have a positive attitude to the subject and speak with enthusiasm about what they have learnt. They make satisfactory progress as they move through the school. However, there is very little use of information and communication technology (ICT) to support pupils' learning.

145. There have been satisfactory improvements since the last inspection. There is now a scheme of work based on the nationally recommended schemes, resources have been increased and planning has improved. However, the volume of pupils' recorded work is limited. The subject is managed by an enthusiastic, recently appointed co-ordinator who has a clear vision for the future development of the subject. Assessment records of pupils' progress have been introduced but these are in the early stages of implementation and are not yet sufficiently developed to inform planning. There are plans to use ICT to aid studies in geography by retrieving information from the Internet to extend the pupils' knowledge of geographical features. Resources are adequate but there is a need to increase the amount of computer software and the number of Ordnance Survey maps, globes and atlases.

## HISTORY

146. The standards achieved by pupils across both key stages are in line with those expected nationally. Pupils' standards of work remain the same as they were judged to be during the last inspection.
147. At Key Stage 1, pupils develop simple ideas of the past. For example, pupils in Year 1 compare past and present, establishing a sense of time between generations using their knowledge of parents and grandparents. For example, one boy drew pictures of his favourite toys, labelling these "Gameboy" and "tap mashen" (tape machine). He contrasted these with a drawing of "a teddybear filled with straw so he cannot be 'washt'". These artefacts from the recent past are sorted and chronicled against technological toys used today. This gives younger pupils an insight into changes over time that they can respond to with understanding. The integrated teaching of history and geography ensures a broadly based curriculum providing opportunities for pupils to understand what life was like in the past for people living in their local area of Earlsfield. For example pupils in Year 1 draw maps of their route to school explaining different ways in which the journey can be made, by car, by bike or walking. Pupils recognise the different forms of transport which are available now but were not in the past, so a time-scale is established. Pupils use graphs to calculate the number of times the journey to school is made by car, bike or walking. This supports their learning in numeracy sessions. Year 2 pupils show a good understanding of the limitations on travel in remote island areas in the past. For example, "People use boats to get around to different places because the island is surrounded by water".
148. Eleven-year-olds attain standards appropriate for their age. For example, pupils in a Year 5 class gain an understanding of what is meant by democracy, drawing on their knowledge of life in Ancient Greece. Pupils listen to arguments contrasting life in Sparta and life in Athens. They think seriously about the issues involved and vote independently for the life style they would prefer. Literacy skills of speaking and listening are developed in these lessons. Pupils in Year 6 develop their research skills by combining their studies of the Indus Valley in geography with their enquiry into the archaeological remains of the priest king found at Mohenjo. Pupils celebrate the sacrifices made by soldiers who died in World War 1 (1914-18) and World War 2 (1939-45) recognising that red poppies are a symbol for the soldiers "that spilt blood for our world". Spiritual and moral awareness is developing too in these history lessons as children think about the wasted lives.

149. Teaching is satisfactory. In observed lessons the quality of teaching ranges from satisfactory to very good. The planning framework is sound and the content is wide-ranging and relevant because all teachers' plans follow the nationally recommended guidelines. Teachers' subject knowledge is sound and they are well informed. They share their enthusiasm with their pupils, which elicits a lively response from pupils in both key stages. The links between history and geography are exploited to enrich the teaching. Pupils enjoy their history lessons when they are given opportunities to find out how people lived in past times, comparing living conditions in the ancient past and the recent past with the life we enjoy today. For example, pupils in a Year 4/5 lesson are fascinated by civilisation in Ancient Egypt. The teacher challenges the pupils to think about 'remains' and what they can find out through the media, museums and artefacts. Pupils' research skills are developed in this way. Teachers in Year 2 effectively link geography and history studies to compare amenities available today with conditions at the time of Florence Nightingale. For example, a pupil wrote after a visit to the Florence Nightingale Museum, "Hospitals can help you when urr verey sick". Another recorded the life of Katie Morag on the Isle of Coll in the Inner Hebrides, contrasting this with life in urban Britain today.
150. Pupils make satisfactory progress at both key stages. Lower attaining pupils, pupils with special educational needs and pupils with English as an additional language tackle their tasks enthusiastically. They make satisfactory progress in relation to their prior attainment. This is an improvement since the last inspection, when these groups of pupils made unsatisfactory progress. However, these pupils need more support than is currently being given. They have some difficulty relating past events in British history and their recordings are often limited by insufficient skills in literacy. Where extra support for learning is provided, pupils' performance shows improvement.
151. Management of the subject is satisfactory. The co-ordinator has a good overview of the subject and is being trained through professional development schemes organised through Beacon School Initiative 2000. Schemes of work follow nationally recommended guidelines and build progressively on pupils' prior attainment. The subject is well resourced with some interesting artefacts, particularly those of the Victorian period. Assessment procedures are in place but not yet fully implemented, because the school's priority has been to develop assessment policies for literacy and numeracy.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

152. At the time of the last inspection pupils made unsatisfactory progress across the school and standards were below national expectations in both key stages. Now, with improved provision for information and communication technology (ICT), pupils make satisfactory progress in lessons and achieve higher standards than at the time of the last inspection. However, improvements in provision are recent and have not yet fully compensated for past deficiencies. Standards are improving but still fall short of expected levels.

153. At Key Stage 1, pupils learn how to record and play a recording on tape recorder. By the end of the key stage many pupils are developing confidence in using computers. They can log on and off the computer, successfully use the mouse for pointing and selecting, and save and print their work without adult support. Pupils show familiarity with the icons on the screen, and know some of the keyboard functions, such as the 'return key' for a new line and 'caps lock' for a capital letter. In word processing work they use simple tools such as, the 'space bar' and 'delete' to correct and present their work. Pupils successfully use a graphics package to draw pictures of animals and compare their methodology with the traditional method of drawing pictures.
154. At Key Stage 2, there is extension of the work on word processing as pupils move through the school. They become more aware of what they can do with the appearance of text. They successfully delete and insert letters, and easily change the font, size and colour to enhance their work. Most save, amend and print their work independently. By the end of the key stage, some pupils have well-developed skills and can use the computers with confidence. They successfully use CD-ROM programs to extract information linked to their topic and understand the difference between accessing information from a hard disk and the Internet. Pupils merge text and graphics effectively and show awareness of their audience. They learn to construct graphs and understand that line graphs, pie charts and bar graphs are used for different purposes. They construct databases to record scientific information and present their findings. Discussion with pupils indicates that they understand that computers use text, pictures and sound to convey information and many use appropriate technological language to talk about their work. However, pupils have little experience in control and monitoring and an examination of pupils' work shows that ICT has yet to make a significant impact on pupils' learning in other subjects of the curriculum
155. Improving pupils' achievements in ICT was a key issue from the last inspection. Standards were low and pupils' rates of progress too slow. Resources were inadequate and insufficient to enable the effective delivery of the National Curriculum in ICT. Since then, significant improvements in provision have been made. The new computer suite is now in place with adequate provision for a class of pupils to work in pairs. Each class is timetabled to use the suite on a regular weekly basis so that skills are being acquired satisfactorily. The nationally recommended scheme of work has been adopted and teachers' confidence is improving through professional development courses delivered to all teaching staff. However, the use of information technology remains underdeveloped and has yet to make a significant impact on learning in all areas of the curriculum. The school is making good efforts to bridge the gap by making good use of the resources now available.
156. Teaching and learning are satisfactory overall with some good examples observed, for example in a Year 5 class where pupils successfully edited text in their English work to reflect awareness of the purpose of the exercise. The teacher gave precise instructions and introduced correct vocabulary systematically, which ensured that pupils knew how to use the different fonts, colours and sizes to enhance the work. Help was given to pupils who struggled and pupils were paired in order that they could help each other. Pupils clearly enjoy information and communication technology, especially when using computers in the suite. All pupils, including those with special educational needs, make satisfactory progress owing to the high expectations of their teachers, their own enthusiasm for learning and the good resources available. The computer suite is a valuable resource and is now having a significant impact on progress, as pupils have regular access to good quality programs and equipment. All teachers have at least a sound knowledge of the subject and are growing in confidence, which is reflected in their

work with the pupils. In the most effective practice, high standards of work and behaviour are expected and, as a result, pupils respond by working hard and learning well. They are highly motivated and have good attitudes towards learning. When working in pairs, pupils learn to share ideas and help each other. This contributes well to their learning. They confidently ask questions of their teachers, understand about taking care of equipment and do so responsibly.

157. Management of the subject is satisfactory. The subject co-ordinator manages the subject with enthusiasm and provides general advice and support to colleagues in planning and teaching. Planned professional development is in hand for all teaching staff in order to develop their expertise and increase confidence in teaching the subject. However, the co-ordinator does not monitor the quality of teaching and learning and, therefore, is not in a position to give focused support to colleagues. Assessment practices are not sufficiently developed to ensure that pupils' progress can be effectively monitored and enable targets for improvement to be set. The areas identified for improvement include creating a portfolio of pupils' work, increasing software for all subjects, especially science, provision of a white board for whole-class teaching, updating the digital camera and establishing a web site.

## MUSIC

158. At Key Stage 1, pupils make sound progress and reach standards in line with those expected for their age. This is a similar picture to the last inspection. Having found their singing voice at five, they use it confidently, thinking of phrase length, knowing when to breathe and developing an awareness of rhythm and pulse.
159. At Key Stage 2, pupils make good progress and often reach standards above those expected for their age. These good standards are similar to those found at the last inspection.
160. Very little teaching was observed at Key Stage 1. Teaching at Key Stage 2 is good and sometimes very good. The quality of learning is good in most Key Stage 2 classes. Throughout the key stage, pupils continue to build their musical education with enjoyment, both in class and in individual music lessons. Year 3 learn about and compose repeated rhythmic patterns based on a spoken phrase. Year 4 learn to listen as music dictates moods. Here, the teacher tells the story and children retell the story using instruments. Work of a high standard was seen here in a very good lesson where pupils were asked to depict a spooky atmosphere. Pupils were allowed freedom to experiment, select instruments and compose and present their final composition with extremely effective results.
161. Year 5 experience music from various countries. They use percussion, composing work using cyclical patterns. Year 6, using pitched and unpitched instruments, depict a story using movement and music, including various moods, such as a drum for dancing, a trumpet for enthroning or a glockenspiel for pleading. They look at timbre and dynamics to achieve an effect. A Year 6 lesson was observed looking at the texture of sound produced by metal and wood glockenspiels. Pupils were challenged to listen carefully to the different sounds and use words to describe them. The metal instrument produced a ringing sound but the wooden instrument produced a 'clippy clippy' sound. The teacher encouraged experimentation, praising intelligent variations produced. This was compared with Caribbean rhythms of the drums now used by the class. The teacher shares his enthusiasm with the class and he praises them for their good improvisation.

162. The music co-ordinator brings the subject to life in the school, supporting class teachers and promoting a high standard of musical enjoyment. In an assembly taken by the music teacher, he combined very effectively his story-telling talent with pupils' interpretation of an African legend through music and movement. Throughout, the school was held spellbound.
163. Following the good report on the last inspection, the school has become the only primary school in south London to take part in "Building Bridges" a link with a local independent school. Bringing a substantial grant over two years, the school now has access to musical instruments, music workshops and instrumental lessons. This has further developed the subject within the school. The nationally recommended scheme has been adopted throughout the school. There continues to be no formal assessments or recordings of pupils' progress and attainment, most teachers using their own adequate informal records.

## **PHYSICAL EDUCATION**

164. During the inspection the focus in lessons was exclusively on the creation and performance of dance routines in both key stages. Other evidence includes discussion with pupils, teachers and the subject co-ordinator, as well as an analysis of schemes of work, planning and records of achievement. In the previous inspection report, standards and pupils' learning were deemed satisfactory in both key stages. The judgement of this inspection is similar.
165. In the lessons observed, activities commenced and concluded with appropriate warm-up and warm-down exercises. Pupils, especially in Key Stage 2, know the importance of these routines in relation to muscle tone, heartbeat and breathing. During such exercises pupils execute a range of balances, stretches and movements with some higher attainers linking them effectively into a short routine.
166. While dancing, pupils respond appropriately to music and narrative, developing a sequence of linked movements. They show increasing control and use of speed and tension to express feelings and moods as they progress through the school. For example, pupils in Year 6 combined balance, poise and elevation by linking travelling movements in response to the tune of 'The Pink Panther'. However, only in some lessons did pupils have the opportunity to develop their own ideas for sequencing work. Overall pupils make satisfactory progress. They are confident in their abilities and use the lesson times well, especially in upper Key Stage 2, to improve their skills or refine their movements.
167. Pupils enjoy physical activities and adopt a positive and enthusiastic approach. The majority works energetically and is keen to succeed. Pupils listen attentively to instructions and co-operate well in group activities. They respect and value the efforts of others by applauding sequences of movements. Behaviour is nearly always good and sometimes very good. By Year 6, both boys and girls know the basic rules of rugby, netball, football and badminton. Learning is sound in swimming and, at the age of 11, 90 per cent swim the desired 25 metres, with many swimming 400 metres or more.
168. Overall the quality of teaching is satisfactory with some instances of good teaching. Teachers display satisfactory subject knowledge and understanding. Their expectations are appropriate and most lessons proceed at a brisk pace. The planned work indicates clear progression and lesson objectives are matched well to pupils' individual needs. In the best lessons teachers challenge pupils to concentrate and

produce their best performances. Such an example was noted in a Year 5 lesson where pupils performed dances interpreting the movements of Ancient Greeks in their flowing robes. Teachers use the most skilful pupils to demonstrate best practice that moves learning on. Health and safety features are observed and pupils are praised and given feedback.

169. The school places strong emphasis on developing physical ability, healthy life-styles and positive attitudes. The subject is soundly managed and organised, and appropriate systems for assessing and recording pupils' swimming achievements are in place. The subject co-ordinator is well qualified, enthusiastic and generous with his time during after-school activities. He is supported by a team of teachers who are also willing to devote time to promoting a good range of teams and clubs. Extra-curricular activities such as football, netball and athletic clubs are used to further interest and skills. School teams take part in inter-school competitions for netball, football, cricket and athletics. They frequently emerge as winners and the football team currently holds the Wandsworth Borough Primary Schools Championship title. In addition, professional coaches from Wimbledon Football Club visit the school regularly to provide more expert input. Provision of resources and accommodation for the subject is satisfactory and used well.

## **RELIGIOUS EDUCATION**

170. Pupils' achievements meet the requirements of the locally Agreed Syllabus at both key stages. Standards have been maintained since the last inspection. Pupils with special educational needs and those with English as an additional language also make satisfactory progress and attain expected standards. Judgements are based on two lesson observations, discussion with pupils and the co-ordinator and a scrutiny of pupils' work.
171. Pupils enter Key Stage 1 from the Foundation stage with open and inquiring attitudes to learning. By the end of Key Stage 1, pupils have discussed initiation in religious groups and the experience of being welcomed and belonging to families. They have also handled a Torah and considered how books teach us how to live. Christian values of repentance, forgiveness and reconciliation are taught through the parables of Jesus. Two children were delighted to show their pictures of the Good Samaritan helping a man left for dead by the roadside. Good links are often established with other curricular areas. For example, Noah's Ark and the flood story are linked to the water theme with hand puppets and miniature world with the same theme. However, because the subject is topic-based, the distinctive nature of religious education is not sufficiently emphasised. So, for example, pupils consider the Fire of London to be part of their religious education.

172. At Key Stage 2, pupils study Christianity, Judaism, Buddhism and Islam. Pupils look at the similarities and differences between different religions. In discussions with pupils they remember with clarity and enthusiasm their visits to other faiths' centres of worship, for example the Tooting mosque. However, restrictions on time since the introduction of the literacy and numeracy hours have diminished the frequency of such visits. Year 6 pupils spoke about Christian festivals and a study on Remembrance Day. The poor quality and presentation, and sparsity, of their written work in religious education did not reflect the interest of the pupils, who show enthusiasm for the subject.
173. The quality of teaching is satisfactory, though there are some shortcomings. Lesson planning is satisfactory and teachers in parallel classes plan together. Management of pupils is good. Some teachers make effective links with other subjects. For example, in one lesson nine-year-olds draw graphs of the different faiths represented in the school, drawing conclusions from the outcomes. Teachers' planning indicates that pupils will analyse statistics about religions in Wandsworth in the same way. Pupils' learning about other faiths is very well supported by well-organised resources and artefacts. However, not all teachers make effective use of the available resources. For example, in a lesson at Key Stage 2, the concept of Jesus as a historic figure was taught with artists' pictures attempting to portray what he looked like. The limited use of resources reduced the impact of this lesson. The limited time allocated for religious education is not best used. Lessons are too long and would benefit from restructuring into two learning sessions, improving the pace of learning and therefore pupils' interest and motivation. In addition, there needs to be more reinforcement of learning intentions through written work.
174. As at the last inspection, the subject continues to lack time and status, particularly at Key Stage 2. The curriculum meets the requirements of the locally Agreed Syllabus and at Key Stage 2 is not now grouped with humanities but taught as a separate subject. The co-ordinator is keen and well qualified. However, the subject has not been an area for development since the last inspection and is not a current school priority. In addition, the co-ordinator has responsibility for two other foundation subjects. Although she provides support for colleagues when requested, she does not monitor work in the subject. Assessment procedures are unsatisfactory. There is no system for formally assessing pupils' work and marking is mostly of limited value.