

INSPECTION REPORT

ST FAITH'S C of E PRIMARY SCHOOL

Wandsworth

LEA area: Wandsworth

Unique reference number: 101043

Headteacher: Ms L Thomas

Reporting inspector: Carol Worthington
20609

Dates of inspection: 2nd - 5th July 2001

Inspection number: 214693

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:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Garry Swinton
Date of previous inspection:	5 th July 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20609	Carol Worthington	Registered inspector	Science Design and technology History Equal opportunities English as an additional language	How high are standards? How well are pupils taught? How well is the school led and managed?
19322	Judi Bedawi	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?
27219	Gwyneth Evans	Team inspector	Mathematics Art and design Music Foundation Stage	How good are curricular and other opportunities offered to pupils?
16492	Robert Lever	Team inspector	English Information and communication technology Geography Physical education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Faith's is an average sized voluntary aided Church of England school with 208 pupils on roll, including 14 full-time equivalent members of the nursery. About half the school population is of black heritage; the rest is white. Most children come from the immediate locality from mixed housing, though some are from further afield. Thirty five per cent of pupils are known to be eligible for free school meals, which is above the national average. Forty three per cent of pupils have special educational needs, which is well above the national average; two pupils have Statements of Special Educational Need. Attainment on entry to the school in reception fluctuates; it has usually been below average, but the population in the area is changing and the attainment of current four year old entrants is about average. Sixteen per cent of pupils do not speak English at home. There is a great variety of first languages, but very few pupils are at an early stage of learning English.

HOW GOOD THE SCHOOL IS

This is an effective school, which has improved considerably over the last two years. Leadership continues to be good, and teaching is now good. Standards are rising, particularly in the under-fives, the infants and lower juniors. The school prepares pupils well for life in Britain's diverse society, and provides sound value for money.

What the school does well

- It is well led and managed by the headteacher, senior management team, special educational needs and subject co-ordinators.
- Teaching is good overall and very good for children under five.
- Standards in reading, mathematics, information and communication technology (ICT) and scientific enquiry are above average in the infants.
- Standards in music are above average throughout the school.
- Behaviour is good, both in and out of lessons.
- Provision for pupils with special educational needs is very good; classroom assistants are well qualified, experienced and advantageously employed.
- Spiritual, moral, social and cultural education is good.
- Very good assessment of pupils' work ensures they have appropriate targets for improvement.

What could be improved

- Standards in English, mathematics and science in the juniors.
- Work matched to the ability of all pupils in every class.
- The role of the governing body in evaluating the school's performance and ensuring statutory requirements are met.
- Attendance.
- The working conditions in the computer suite.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1999 when there was a number of serious weaknesses. Since then, a good improvement has been made, especially in teaching, following a complete change of staff. Teaching is now good. All the key issues have been rigorously addressed by the school. There is an effective senior management team; its members and other teachers have undertaken intensive training in the last year and there is effective planning to take this further. Co-ordinators play a valuable role in managing their

areas of responsibility. Information and communication technology provision has improved and standards in the infants are above average. There is a good quality computer suite for which all classes are timetabled; some hardware and software are still needed to complete provision for juniors, but this is planned for. All pupils now dress properly for physical education. Behaviour is good and there was no sign of the continual chatter during lessons, which was observed in the last inspection. Assessment procedures are very good, and used well to plan for work to raise achievement in withdrawal groups, though not always in class. The National Literacy and Numeracy Strategies are in place and teachers are confident in teaching them, but are not yet completely satisfying the requirements for intensive group work in numeracy. In addition, provision for spiritual, moral, social and cultural education has risen from satisfactory to good, and standards in infants' reading, mathematics, science investigation and ICT are above average. The school is in a good position 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	C	D	A
Mathematics	E	D	D	B
Science	B	E	E	C

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

The Year 6 class in 2000 came into school well below average; it did poorly in its Year 2 tests, and contained a large number of pupils with special educational needs as well as several entrants during and after Year 3. Standards of their attainment in the National Curriculum tests were below the national average in English and mathematics, but well above the average of similar schools in English and above average in mathematics. Science standards were well below the national average and average compared with similar schools. The school did not quite meet its targets. The results in the infants in 2000 were well below average for reading and writing, and average for mathematics. Currently, all three core subjects are below average in the juniors because pupils in Years 5 and 6 experienced unsatisfactory teaching when they were lower down the school. Standards in Years 3 and 4 are improving steadily, and those in the infants in 2001 have shown great improvement, being above the national average of 2000 in reading and mathematics. They are also above average in ICT and scientific enquiry. The standard of music is above average throughout the school and all other subjects are average. This represents good improvement, particularly in music and design and technology. The standard of work of children under five is above average, particularly in spoken language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children enjoy coming to school and are keen to learn.

Behaviour, in and out of classrooms	Pupils are well behaved and work with quiet concentration in lessons. Movement about the school is orderly and quiet. Pupils play well together at breaktimes.
Personal development and relationships	Good. Relationships are very good in the school and there is racial harmony. Older pupils are very willing and capable of taking responsibility, but to date have not been given sufficient opportunity. With the recent formation of the school council, this is changing.
Attendance	Attendance is poor and lateness a problem. Many parents do not take their responsibility to make sure their children get to school on time. Several take family holidays during term time. The school is doing all it can to address these problems, despite the absence of an education welfare officer.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 47	Very good	Good	Good

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

The quality of teaching is good overall. Of the 47 lessons observed, 74 per cent were good or better; four per cent were unsatisfactory. The 15 per cent of very good teaching was seen in the under-fives, music and special educational needs. The teaching of reading and writing seen in reception, for example, was particularly effective. This is a marked improvement over the last inspection when there was a high proportion of unsatisfactory teaching, judged to be a serious weakness. Despite the good teaching in the junior classes, pupils in Years 5 and 6 are only making satisfactory progress because they have had a history of unsatisfactory teaching before January 2000. The complete change of staff and intensive training in the teaching of the National Literacy and Numeracy Strategies for otherwise well trained overseas teachers has been successful. However, in numeracy, in particular, not all teachers are focusing intensively enough on raising the attainment of target groups in turn during the week. The best teaching was characterised by secure subject knowledge and a very good variety of planned activities. Unsatisfactory lessons occurred where behaviour management was weak and where knowledge of physical education was unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced; all requirements are met, but there are still elements of the ICT curriculum missing from Year 6, because these pupils have not had the opportunity to cover the complete Programme of Study in this subject. The curriculum for the under-fives is very good and matched well to the needs of young children. A good range of interesting extra-curricular activities is available to both infants and juniors.

Provision for pupils with special educational needs	Very good. Pupils are identified accurately and given intensive help to overcome their particular problems. Gifted and talented pupils are also identified and ways are found to maximise their talents in academic, musical, artistic, sporting and diplomatic skills.
Provision for pupils with English as an additional language	Satisfactory. There are very few pupils who are in the early stages of learning English. Support given in class helps pupils to learn specific vocabulary for particular subjects, such as science.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual awareness is developed well through assemblies and the curriculum. Moral and social education ensures that pupils have a strong sense of right and wrong, and have respect for the feelings and values of others. Good cultural education enables pupils to appreciate British culture and the diversity of society. The ethos created in the under-fives' classes is a powerful part of their education and forms a strong foundation for the rest of their schooling.
How well the school cares for its pupils	Assessment of pupils' academic progress is very good and used well to set targets for improvement and to give guidance to ensure it happens. Pastoral care is good. The school satisfactorily keeps parents informed through a weekly newsletter, curriculum evenings and a termly parents' evening.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has good educational vision and is supported well by the deputy headteacher, the senior management team and co-ordinators who are all enthusiastic and work hard to raise standards. The special educational needs co-ordinator makes a strong contribution.
How well the governors fulfil their responsibilities	Satisfactory. Governors are well led by their chairman and are themselves supportive. Some are frequent visitors to the school, undertaking their monitoring responsibilities with commitment. However, several are new and yet to be trained in such matters as the value for money the school achieves in terms of academic standards. The foundation governors ensure there is a sound Christian direction to the school.
The school's evaluation of its performance	Good. All staff are constantly striving to improve the school's performance and have worked extremely hard over the last two years to do so. This is now beginning to be seen in the raised standards in the infants and lower juniors.

The strategic use of resources	Satisfactory. All grants are used for their designated purpose. A particular strength lies in the deployment of classroom assistants. The school is beginning to use the principles of best value in all its work. Staffing, accommodation and resources are good, but the use of the computer suite and atrium presents problems in hot weather.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The good attitudes and behaviour in the school. • The good teaching. • Teachers' high expectation of children. • The general improvement in the school over the last two years. 	<ul style="list-style-type: none"> • Homework, especially in Year 6 after their National Curriculum tests. • The passing on of personal information from year to year. • Communication with the school, especially the lack of a school brochure and reports written on computer to a common format.

Inspectors agree with all the positive views expressed by parents. Pupils in Year 6 are given project work to research after they have taken their National Curriculum tests. Parents are notified at the beginning of the year of the amount and type of homework that will be given. The passing on of information is good; medical records and personal details made known to all staff. The school brochure is currently out-of-date, but a new one is being produced for September. The school consulted parents about the format of the new reports, and only two expressed any concerns. The rest were very much in favour and thought this type of report is very clear.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school has been below average, but because of the changing population, it is rising. Last year's four year olds were average. The current Year 6, however, came into school well below average, and their performance in National Curriculum tests at the age of seven was also well below average, but there is strong evidence of rising standards through the school now. The current reception children have nearly all met the Early Learning Goals for children under five, and many have exceeded them. Current National Curriculum testing in Year 2 shows much improved attainment; although national comparisons cannot be made yet for this year, they are certainly above the standard for 2000 in reading and mathematics. At junior level, assessments and inspection evidence shows that standards are improving in Years 3 and 4 in particular. Pupils in Years 5 and 6 have much ground to catch up on due to unsatisfactory teaching in the past, but Year 6 are making good progress because of the good teaching they are currently receiving.
2. Considering the standards achieved in 2000, those achieved by 11 year olds in the national tests in English show that standards were below the national average, but well above average compared with similar schools. This is an improvement since the last inspection. The results achieved by the seven year olds in reading and writing were well below average, and below the average of similar schools. Over the past four years, there has been no significant difference in the test results of boys and girls.
3. Inspection evidence shows that speaking and listening is average in both juniors and infants. Pupils listen attentively to each other and to teachers. Year 6, for example, after concentrating on the teacher's explanation of Shakespearean imagery in insults, made up their own in the same spirit. Year 2 pupils discussed their predictions for their friction investigation well with each other, their teacher and their classroom assistant. Speaking and listening are developed well through paired discussions during lessons, and good emphasis is placed on drama and verbal presentation to the class.
4. The standard of reading is currently in line with the national average for 11 year olds. Many read regularly at home and use the public library for research, as well as a source for more fiction; they are confident in using library classification systems. Higher ability pupils show a deeper understanding of text and tackle difficult language with ease and confidence. Pupils with special educational needs in language and those who do not speak English at home make good progress against their targets, and are well supported. In the current Year 2, a high percentage has reached or exceeded the expected level 2 this year. All pupils quickly gain a sound understanding of the use of phonics, which enables them to decipher unknown words.
5. Writing standards seen were below average for the 11 year olds. Although lessons and a scrutiny of previous work show good teaching and learning in Year 6, this class did poorly when they were in Year 2, and almost a third of the pupils have joined the school as juniors. The class has a high proportion of pupils with special educational needs. By the end of the infants, the percentage of pupils reaching and exceeding the national average in writing is also below average. Pupils generally use a clear

script but, for many, handwriting is not joined and presentation is untidy. Although most pupils show satisfactory spelling and punctuation there are limited opportunities, particularly for those capable of higher attainment, to write at length and extend their use of imaginative and structured language. Pupils who do not speak English at home are given extra focused teaching to widen their vocabulary in science, for example. Literacy satisfactorily enhances in the curriculum through subjects such as history where this is used as a focus in the literacy hour, but vocabulary is not always secure.

6. In mathematics, the standards achieved by 11 year olds in National Curriculum tests in 2000 were below average, but above the average of similar schools. Boys' and girls' attainment shows no significant difference. The results of the national tests for seven year olds were in line with the national average and above average when compared with similar schools. There has been significant improvement since the last inspection, above the national trend.
7. Current attainment of Years 5 and 6 is below average, but that of infants is above average. Year 6 pupils use the four rules of number satisfactorily in problem solving and show their workings. Year 2 pupils have developed satisfactory number skills and explain their methods well. Throughout the school, pupils use numeracy satisfactorily in standard measures, for example, or to identify and describe two and three-dimensional shapes, or to construct simple bar charts, though the ability to draw line graphs is not developed enough in Years 5 and 6.
8. In science, the standards achieved by 11 year olds in the National Curriculum tests in 2000 were well below the national average, but average when compared with schools of similar intake. This represents a fall in the standards reported in the last inspection. In 2000, seven year olds' attainment was below average. Currently, standards in the school are below average in the juniors, and average in the infants. Year 6 pupils show satisfactory knowledge of the structure and function of plants, and the effect of balanced forces on objects, such as ships floating on the sea. However, knowledge of scientific vocabulary and of common patterns is insecure. They could not differentiate between 'melt' and 'dissolve', for example, and could not describe the relationship between the force applied to an elastic band and the amount it stretched. Pupils in Year 2 show above average knowledge of scientific enquiry, able to predict the effect of different surfaces on the distances their toy cars travelled down a ramp.
9. Standards of work seen in art are in line with national expectations at the end of both infants and juniors. Infants use a range of materials and techniques, such as printing, and have been studying buildings associated with famous artists. Juniors have produced work using a variety of techniques, stained glass, batik and painted portraits, which include individually designed framing, and multicultural art based on that of the Aboriginal, Caribbean and African Art. By the age of 11, they use a satisfactory range of materials and techniques. Their skills in observational drawing are less well developed, but most pupils are able to create attractive designs and artefacts. However, there is no evidence of the development of technical skill, and little evidence that pupils are developing the ability to evaluate the quality of their work. They do not make enough use of artistic skills in designing, either.
10. The standards of work seen in design and technology at the end of both infants and juniors are similar to those expected in skills of making products. This is an improvement since the last inspection. Juniors satisfactorily evaluate the type of object they are planning to make, such as slippers, and choose suitable materials

with justification. Infants also research their products, using the Internet, showing knowledge of the difference between marionette and glove puppet, for example.

11. The standard of work seen in history at the end of the infants and juniors is similar to that expected for most children aged seven and 11. Eleven year olds use evidence from photographs of Wandsworth in the past to formulate ideas and draw conclusions about their local history, comparing, for example, different modes of transport, such as horse-drawn buses, with modern traffic. Pupils aged seven have a sound understanding of the impact certain famous people, such as Florence Nightingale, had in their time.
12. During the inspection, it was not possible to observe the teaching of geography in class, though some extension work for higher ability pupils was seen to be successful in furthering their attainment; other indications show that average standards are achieved across the school and that pupils, including those with special educational needs and those who speak another language at home, make satisfactory progress.
13. Standards in ICT are below average overall for upper juniors (although handling and communicating information are above average), and are above average for infants. Examples of past work provide evidence of a broad and balanced curriculum with challenging work. However, controlling, monitoring and modelling are not much in evidence in the juniors, as the school has concentrated more on basic skills, such as word processing; pupils have had little previous experience because the school has had working computers for only one year. Progress, therefore, has been very good in the aspects covered to raise standards to their current level.
14. The quality of singing and music making is good. Pupils sing in tune and have a very good awareness of pitch and rhythm, including an understanding the place of rests. They successfully sustain a vocal line when singing in parts, maintaining pitch when unaccompanied. This is a significant improvement since the last inspection.
15. In games, dance, athletics and orienteering, average standards have been maintained since the last inspection across the school; there was insufficient evidence to make judgements on swimming, since certificates have not been kept.
16. Pupils with special educational needs are doing well against specific targets and goals, and are making good progress overall, particularly when they receive extra support. Annual reviews for pupils with statements of need and others with individual education plans (IEPs) show they make good progress against their targets. Individual education plans are sufficiently specific to allow accurate assessments of pupils' potential. Pupils who speak another language at home achieve standards similar to their peers through the support they receive in class and through targeted guidance out of class.

Pupils' attitudes, values and personal development

17. Pupils have good attitudes to their work and enjoy lessons. Overall, their behaviour is good as is the quality of relationships. Pupils' personal development is satisfactory. Attendance is poor; this has had a very negative impact on efforts to raise educational standards.
18. The youngest children are happy and settled. They generally speak and listen well, asking and answering questions eagerly, and learning to follow their teacher's instructions carefully. They enjoy the purposeful and very appropriate activities. In music, for example, they mix happily with each other, learning to share instruments

and understanding that other children need attention and consideration. Relationships are very good within a lively and harmonious atmosphere. Behaviour is usually good. When children sometimes misbehave, the adults around them effectively use gentle persuasion or praise to control them. Independence is encouraged and children show increasing maturity. This was seen to very good effect when some of the oldest nursery children proudly and confidently showed two younger children starting in September around the class and outside play area.

19. Older pupils enjoy learning, working with good concentration and interest. They generally settle to lessons quickly and persevere well when challenged. Younger pupils work well to improve basic skills in handwriting, trying to be neat, taking care, for example, with scientific diagrams and labelling. They showed amazement at the growth of their bean plant root systems. Most pupils work together co-operatively and collaboratively. Pupils respond well in discussion sessions, often providing reasoned answers, showing that they have understood.
20. Behaviour is good overall, but pupils in Year 5 do not always set a good example to younger ones, sometimes displaying a lack of respect and rudeness towards other pupils and staff. Younger pupils behaved very well, even when class temperatures soared in the atrium during the inspection, significantly compounded by inadequate ventilation and fierce sunlight on the large windows. The majority of pupils try very hard to keep school rules. Any unsatisfactory behaviour is now very well managed using consistent methods. Pupils no longer constantly chatter in lessons as seen in the last inspection. Pupils enjoy rewards such as 'Golden Time', and do not want to lose their playtimes in detention. No bullying was observed during inspection. At play, pupils mix happily together, using the different play areas well. They move around the school sensibly, particularly when using the staircase to the classrooms. There are a small number of very recent fixed-term exclusions involving pupils from upper junior classes.
21. The quality of relationships is very good overall. There are some weaknesses in Year 5, largely due to difficulties in securing long-term permanent staff in recent years. This has had a negative impact on pupils' ability to develop solid relationships with their teachers; it has also affected the quality of some pupils' behaviour. Nonetheless, the current teacher has made a positive difference to the class and they are now more settled. Relationships are further strengthened by the number of visitors to the school who broaden pupils' understanding of wider community relationships. Pupils generally like each other and respect and value individual cultural, ethnic and social differences. There is social and racial harmony.
22. Pupils' personal development is satisfactory. Pupils enjoy taking responsibility, such as caring for class flowerbeds or running errands for staff. Planned responsibility is largely confined to monitor duties, such as operating the CD player in assembly. Year 6 pupils benefit from a residential activity week, enhancing their personal and social skills. There are few opportunities for pupils to use initiative and the school council has only just started. There is limited provision for older pupils to improve their organisation and independent research skills, but opportunities are increasing, and pupils are set targets to be more independent in their own education. The recent formation of the school council is another step forward.
23. Attendance is poor, declining significantly since the last inspection, which puts the school in the lowest category nationally. Too much weekly and daily attendance is well below 90 per cent with daily attendance sometimes well below 80 per cent. The pattern of absence around weekends and holidays, including half terms is significant. Far too many families of all nationalities take holidays and long weekends in term

time. Holidays can last well over two weeks, or longer. This issue was mentioned in the last report. Authorised and unauthorised absence is unacceptably high, despite the school's best efforts to prevent this. Punctuality is another significant concern: many pupils are regularly late, and a significant number often very late. There is extensive pupil lateness in Year 6. Once again, the school does all it can to improve the situation, but some pupils live quite a distance away and cannot control the length of their journey time. Persistent offenders have been referred to social services. The poor attendance and punctuality significantly hinders the raising of educational standards as too many pupils do not attend regularly enough or arrive too late to gain full benefit from the good quality teaching. Parents are not fulfilling their legal responsibility of getting their children to school regularly and on time.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is good overall. Of the 47 lessons observed, 74 per cent was good or better; four per cent was unsatisfactory. Most of the 15 per cent of very good teaching was seen in the under-fives, music and special educational needs. This is a marked improvement over the last inspection when there was a high proportion of unsatisfactory teaching, judged to be a serious weakness. By January 2000, the school had a completely new teaching staff who were enthusiastic and well trained, but because of difficulty of recruitment in the area, several overseas teachers were employed who were not trained in the National Literacy and Numeracy Strategies; intensive training was put into place which was successful, as a large proportion of literacy and numeracy lessons seen in this inspection was good.
25. When judging the standard of teaching of different age groups, pupils' progress in learning over this academic year was also taken into account as well as that in lessons observed. The teaching of children under five was judged to be very good, and of infants good. There was a high proportion of good teaching in the juniors, though progress is only satisfactory at present. The lack of consistency in the work seen over the year is due to the number of temporary staff in Year 5 in particular, and Year 6 pupils started from a low baseline because of the unsatisfactory teaching they received lower down the school.
26. Teachers generally have good knowledge of the subjects they teach, but several have had to learn to teach structured literacy and numeracy lessons this year. There are still some inconsistencies in the way that the group work sessions are treated, especially in numeracy. Here, teachers tend to adopt a supportive role for all groups, and particularly juniors. This is instead of working intensively with one group per day on material designed to raise their particular achievement significantly, and hence improve the standard of the whole class rapidly. In literacy, this is more successful, but the use of greater differentiation of tasks would enable all pupils to achieve better, especially those of higher ability. All members of an infant class, for example, had the same work on the life cycle of butterflies; those who finished early had an open ended task set, which few were able to do, so they coloured in their butterflies when they could have been achieving more at a higher level.
27. In the Foundation Stage, teachers have very good knowledge of the curriculum and how young children learn, as seen by the very good variety of learning activities in these classes, where the 'travel' theme was used very well to encompass all the Early Learning Goals. Very good attention was paid to literacy, numeracy, and knowledge and understanding of the world through intellectually stimulating and creative activities which also enhanced personal and social development through working amicably, and sharing equipment in their groups. Children were making their own passports, for example, in the nursery, and painting pictures to represent

postcards. In reception, children were learning to use the Internet by gaining access to the 'Thomas the Tank Engine' website, and programming their robot in the role of Thomas on a journey - all exciting and relevant activities.

28. The basic skills of literacy and ICT are generally taught well now, after intensive training; numeracy teaching is at least satisfactory and often good. Literacy is developed satisfactorily across the curriculum. Teachers make good use of drama and role play in history, but not so much of longer written pieces of work in this and other subjects. Teachers have good knowledge of ICT and are now using the new suite regularly. Pupils are improving their research skills; older ones use spreadsheets and present organised information on geography, for example, using 'powerpoint' software. Basic skills of numeracy are enhanced in science, for example, by the use of standard units of measurement when investigating the effect of different surfaces on the distance that toy cars go down a ramp. However, it is not used enough by older pupils in drawing graphs to represent patterns in data, for example in showing the relationship between force and extension for a rubber band being stretched.
29. Teachers' planning is good overall and very good in the Foundation Stage, where the assessment and planning cycle can be seen in daily use. Teachers are now using ICT to complete their medium-term and weekly planning which enables them to keep a consistent format and save time by lack of the need for repetition. There is, therefore, little variation in the quality of planning for all subjects. Planning includes the contribution to be made by the classroom assistants during lessons, and this is very effective in making sure that they and the regular volunteers are successful in raising pupils' attainment. They guide reception children well, for example, in measuring length and height using interlocking cubes which helps them to understand the concepts of relative measurement easily. Although assessment is used very well throughout the school to plan work for withdrawal groups, it is not always carried through into lessons, where different work is not always planned. Lower ability pupils may get help and then complete the class task, but those of higher ability are not given further structured challenges. In a Year 5 mathematics lesson, work at level 4 was too hard for several pupils, but the withdrawal group from the same class had work well matched to their ability and raised their attainment.
30. Teachers use a good variety of methods to ensure that pupils are motivated and have a good chance of learning. In history, for example, pupils had great enjoyment from a lesson as they gained good insight into the differences between a Victorian school day and their own. They had to write on slates, were made to use a backboard if they slouched in their chair, and were marched outside to do drill in the playground. In a music lesson, the teacher made good use of games and hand signals to direct unaccompanied singing. Teachers organise groups well in science and history, and this is particularly effective in getting classroom assistants employed to full advantage by supervising groups either for practical work or group discussions and presentations. The teaching of group work, particularly in numeracy is not as well done; the main point of this focused teaching time is being missed.
31. Teachers have high expectations of behaviour, which is a great improvement since the last inspection, when pupils' constant chatter hampered learning in most classes. As a result of the good behaviour management in most classes, pupils concentrate on learning, which enables them to make good progress. There are some difficult pupils in the upper juniors, particularly in Year 5, which has had some disruption due to their teacher leaving and the school's lack of success in recruiting a permanent teacher this year. However, except on one occasion, the behaviour was satisfactory, and pupils made satisfactory progress.

32. The pace of most lessons is quick enough to ensure that learning takes place throughout, and there is no time for behaviour to lapse. On one occasion, a timer was used to make sure that all the activities planned took place. However, sometimes teachers take too long over their introduction, as seen in a design and technology lesson, which curtailed the practical part of the lesson.
33. Teachers mark work promptly and there were some good examples of constructive marking. However, in some classes, this has not been consistent, reflecting the changes in staff, even though there is a clear marking policy. Homework is given satisfactorily to extend the curriculum in both infants and juniors, but the amount and frequency depend on individual teachers. Parents of Year 6 pupils thought that they received insufficient homework, especially after their National Curriculum test, to prepare them well for secondary school. Inspectors found this was not the case as these pupils were given research to do.

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

34. The school meets the requirements of the National Curriculum with a satisfactory quality and range of learning opportunities. This is in line with the findings of the previous inspection. The appropriate statutory curriculum is in place. The National Numeracy and Literacy Strategies provide the framework for English and mathematics, and nationally recommended schemes are followed in science and other subjects with systems in place for monitoring progress in pupils' learning. The school has developed good planning in all areas of the curriculum to raise attainment. Overall, there is breadth and balance in curricular provision, with only a small part of ICT currently not in place. This has been addressed for the beginning of the autumn term.
35. Methods of teaching literacy and numeracy are satisfactory throughout the school and they are having a positive effect on pupils' learning. The long-term curricular planning for both key stages shows a clear overview for all subjects. It provides opportunities for individual co-ordinators to match and adapt their plans to the nationally recommended schemes of work. Curriculum roles and responsibilities are new to most of the staff, but a secure start has been made to monitor teaching and planning.
36. The quality and range of learning opportunities for the Foundation Stage are very good. The curriculum is firmly based on the required areas of learning, with a good emphasis on developing literacy and numeracy. Learning is made relevant to the needs of the children, with a good balance of activities promoting personal, social and emotional development.
37. Parents believe the school provides an interesting range of activities outside lessons and this was confirmed during the inspection. There are extra-curricular opportunities for both infants and juniors, and all have opportunities to take part in a range of visits which support and enhance the curriculum. Additionally, visitors such as a Caribbean storyteller, come into school to talk about their experience and interests with pupils. A wide range of activities is open to juniors, including an exciting circus club, cricket, ICT, football and homework clubs. Infants may attend in art club and cookery club. The school ensures that all pupils have an opportunity to take part in an activity of their choice during the year. A good range of educational visits has had a positive impact on pupils' learning. Children in the Foundation Stage have visited Wandsworth Station and the local laundrette. Pupils in Year 6

participate in an annual residential experience, which enriches the curriculum and helps their personal and social development.

38. Overall the school is effective in providing equal opportunity for all its pupils, though a weakness occasionally occurs in lesson planning when there are insufficient challenges for higher ability pupils. There is very good provision for pupils with special educational needs; no pupil is disapplied. Arrangements for using IEPs are effective in ensuring needs are met whilst still enabling pupils to have access to the whole curriculum. Classroom support ensures that pupils who do not speak English at home get help in understanding vocabulary specific to certain subjects, such as science.
39. The provision for pupils' personal social and health education during the last inspection was satisfactory, and this has been maintained. The programme includes sex and drug education. The sex education is led by the deputy headteacher following a series of television programmes in the final term for Year 6 pupils. A local drama group provides drug education. Moral and social issues are addressed satisfactorily during circle time when pupils are given the opportunity to consider their reactions and feelings in a variety of situations, and discuss these openly with their peers and adults.
40. Links with the community are good and provide additional opportunities for pupils' social and personal development. Visits are made and visiting speakers come into school to talk to the pupils. The community police officer provides good support in the school through contact in assemblies and in classes. The playgroup meets in the church adjoining the school, and initial links have been made to encourage regular contact through mutual visits and planning. There are satisfactory links with the wide range of secondary schools to which the pupils transfer at the age of 11.
41. The school's provision for the pupils' spiritual, moral, social and cultural development is good; this is an improvement on the findings of the previous inspection where it was satisfactory. Spiritual education is good; collective worship takes place in a calm and peaceful atmosphere where pupils' listen attentively to visiting speakers. Worship is of a broadly Christian nature, but teachers also explore the values and beliefs of other world faiths with pupils. Their spiritual awareness was raised recently when they saw their textile banners in St Paul's Cathedral; Year 6 pupils go to Southwark Cathedral for their leavers' service.
42. Moral development is good as teachers promote value and respect for everyone and under all circumstances. They provide clear guidelines for acceptable behaviour and caring attitudes and the rules of the school are displayed prominently in all classrooms and around the building, including the dining hall. Pupils know the difference between right and wrong from an early age, and teachers expect them to behave and respect the rights of others.
43. The school provides some opportunity for pupils to take responsibility, though opportunities to show initiative are limited. Pupils in Year 6 prepare the hall for assembly and ensure the overhead projector and music operate effectively. Teachers use assemblies to celebrate and encourage good work and achievements in and out of school. Consideration for others is promoted through work for charity; the whole school raises funds for Red Nose Day and a range of charities including Marie Curie cancer fund and support for Romanian orphans.
44. Teachers provide many opportunities for pupils' cultural development through visits from storytellers, the Royal Ballet and a poet and illustrator. Pupils visit the church to

find out about Christian festivals. They develop awareness of festivals and traditions connected with major world faiths studied through the curriculum. The use of different languages on many displays reflects the respect and value given to all cultures; the register in Year 3 was taken in Japanese one day during the inspection. This all supports the development of pupils' self-esteem and prepares them well for life in a diverse cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Assessment procedures and the monitoring of pupils' academic progress are very good. All teachers carry out termly class assessments in achievement in literacy and numeracy, and produce consultation reports for parents, with comments on attitudes, for example, behaviour, interest, presentation of work. They contain targets in literacy and numeracy and one other criterion chosen by the teacher and parents together for the next term. After their baseline assessment, pupils take standardised tests each year in reading, spelling, mathematics and verbal reasoning. In addition to the National Curriculum tests at the end of Years 2 and 6, juniors all take nationally approved tests at the end of Years 3 - 5, the results of which are transferred to a spreadsheet and used well to predict progress. The very good provision for pupils with special educational needs is also based on the results of these tests, together with analysis of test papers to see which concepts pupils find most difficult to understand. Teaching plans are modified accordingly to correct and consolidate in the next stage of the curriculum. Teachers keep portfolios of work samples which can be easily used to determine the National Curriculum level of pupils' current work. Pupils are identified through testing and observation as being gifted and talented in some areas of the curriculum. There is a wide range of identified talents, and ways are being sought to extend gifts in music, for example, in the Saturday school, or footballers to train with the local club's youth team. One pupil with a talent as a peacemaker had been earmarked for the school council.
46. Staff provide good quality care and guidance for pupils. The monitoring of behaviour and prevention of bullying are good. The behaviour policy is positive and uses reward. Methods of behaviour management are outlined for staff and followed consistently and successfully, which is an improvement since the last inspection. Though anti-bullying measures are not explicit, it is made clear that harassment is not tolerated. In practice, any inappropriate behaviour or bullying is dealt with well; the special educational needs co-ordinator monitors individual pupils and gains the support of parents. Clear records are maintained, including for example, the lunchtime detention book. Pupils do not enjoy losing their lunchtime play, so the majority try hard to keep the rules, wanting their teacher's approval. The school keeps a separate page in the diary to record any racist incidents, but there was no occurrence of such behaviour seen during the inspection. The parents of pupils with very recent fixed term exclusions have received letters about them.
47. The school has had little success in improving attendance and had no allocated education welfare officer (EWO) for a long time. A very clear, good quality computerised system has been developed to monitor the attendance and punctuality of every pupil. This has already identified a very significant number with very high absence or lateness in the last year. Parents are now telephoned on the first day of absence and records are kept for pupils who arrive after 9.10 am. Parents are also provided with their child's attendance figures. Other initiatives, such as weekly punctuality certificates and a 'Star Parent' award (for excellent annual attendance and punctuality) have been going for some time, and more are being considered. Some staff do not complete registers properly in ink, or give totals, which makes accurate monitoring difficult. Many parents take lengthy holidays and this is having a

very negative impact on their children's education. Too many parents keep their children at home without cause; this also seriously affects learning and the raising of educational standards. The school has been rigorous in reminding parents of their legal duty to ensure their children attend regularly and on time, but parents have not responded accordingly.

48. Pupils' personal development is satisfactory. Staff offer good informal guidance and pupils generally appreciate the support and care received. Formal provision for personal, social and health education is less firmly established. Some elements such as 'circle time' occur, but lessons are not a regular part of the school timetable. The sex education policy dates from 1994 and requires review. Many visitors, such as the police liaison officer, enhance pupils' knowledge of personal safety through talks on 'stranger danger' and other topics. However, there is less emphasis on citizenship as such. Pupils have not yet been given formal opportunity to express their views on school life because a school council has only just started.
49. Arrangements for child protection are good. There is a designated person, due to receive more training. All staff have received in-school training and new staff are briefed; school policy is based on Diocesan and local authority guidance. Staff discussions about a physical restraint policy have been held, but not yet been considered or adopted by the governing body. Confidential records are securely kept, with restricted access. Case conferences are attended or written reports prepared. There is good liaison with agencies such as social services, and informal advice is available.
50. Health and safety arrangements are satisfactory overall. There is a policy but it is undated and has some outdated guidance; key personnel are not identified. Regular risk assessment is recorded with staff also identifying any concerns with action noted, and the accident book is kept properly. Fire equipment is tested and checked. Although requested, no small appliance test records were seen and appliances were unlabelled. The extreme heat rising from the new computer suite and the inadequately ventilated atrium during very hot weather make working conditions almost impossible for pupils and staff, who also commented that classrooms can be cold in winter.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school works very hard to interest parents in school life and is keen to find ways to encourage them. So far there has been only limited success. Parents are made very welcome when they visit the school and are invited to school events, including the celebration assemblies and talks on educational areas such as literacy.
52. A number of parents are employed as classroom helpers or midday supervisors. They make a good contribution to the life of the school. Only a very few parents volunteer on a regular basis, but there is plenty of support on trips. There is currently no parents' association, though the parents at the pre-inspection meeting expressed keenness to resurrect it.
53. The quality of information provided to parents is satisfactory overall. A new school brochure is being prepared for September 2001. The governors' annual report to parents does not meet statutory requirements because there is no mention of statemented pupils in the special educational needs summary, nor National Curriculum tests results comparisons. There is no information about arrangements for prospective parents to visit the school, and nothing about governors' expenses. Pupils' reports are now written to a good system with targets in consultation between

teacher, parents and child written in the autumn, checked in spring and progress reported in the full document in the summer. History, geography, design and technology and art are not reported separately here, but combined as 'Foundation subjects'. These subjects are therefore only reported briefly or not at all. Nevertheless, the rest of the report is a useful document. Good practice was seen in the 2000 Year 4 reports, with suggestions to overcome weaknesses and targets in subjects such as design and technology and science. Parents received detailed and helpful advice. Foundation Stage reports meet requirements and report to the new Early Learning Goals. Parents of special educational needs children are fully involved in their progress and reviews. Parents' evenings are held three times a year and parents can talk to staff informally about their children's targets. Weekly newsletters are of good quality, are friendly and informative.

54. Homework is provided regularly and parents are given satisfactory information about the type and amount of homework due for each year. Apart from reading books for younger pupils and basic literacy and numeracy work, there is no clear and progressive development as pupils move up the school. There is a policy but parental support is lacking. Some parents criticised the lack of homework for Year 6 pupils after they had taken their National Curriculum tests; inspectors found their comments to be unjustified as these pupils had been set research projects.
55. Only a small number of parents attended the pre-inspection parents' meeting, but they were generally positive about the work of the school, the work of the headteacher and the number of extra-curricular activities provided. Prospective parents visiting the nursery during the inspection were extremely positive about the school and pupils' behaviour. They felt that the school is regarded well by other parents in the local community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. Leadership and management by the headteacher are good, as it was at the last inspection. Now that the good vision for the development of the school is also shared by the senior management team, the special educational needs co-ordinator and the subject co-ordinators, they work together well as a team and have effected the good improvement over the last two years. The headteacher has successfully managed the changes in the school by inspiring and motivating staff, leading by example and taking responsibility. She has worked ceaselessly with her senior staff and governors to overcome the key issues from the last inspection. Within months, there was a complete change in teaching staff; funds have been wisely spent on training and new resources, such as a fully fitted computer suite, expertise has been sought from the local authority and the curriculum map is now almost complete, with a very good assessment and planning cycle in place. There has been rigorous monitoring and evaluation of teaching by the headteacher, senior management team and local education authority. As a result, a tremendous improvement was seen in this inspection in the standard of teaching and learning, with the current Year 2 National Curriculum test results equivalent to or above last year's national average, with a good number of pupils reaching level 3 in reading and mathematics. The standard of reading in Key Stage 1 is above average. Evidence shows these improved standards working their way through the school, although they have not reached the upper juniors yet, where standards are still below average in all three core subjects, despite the quality of teaching. These pupils have much catching up to do.
57. The school improvement plan has been developed from the action plan from the last inspection. Monitoring by the local authority, Her Majesty's Inspectors and the

school, and the findings of this inspection confirm that there has been good progress in meeting key issues. The draft school improvement plan has the makings of a useful tool to monitor and evaluate the further development of the school. Financial planning is satisfactory, matched to the targets in the action and development plans, and monitored closely by the headteacher and the governing body finance committee. A useful system of establishing priorities is in early stages in the school development plan, with high, medium and low foci in preparation, and on group targets. Though monitoring is in place, evaluation of progress from its outcome, related to resources, is not made.

58. The chairman of governors knows the school well, and has given good support during the changes. Governors' pastoral care is good. They look after the building and provide resources for learning. The committee structure is effective, and their management of the school is satisfactory overall, but they are not fully conversant with their role in educational matters. Many governors are new and have not yet received sufficient training in the academic life of the school, so they are not yet able to judge educational standards or, for example, to set targets for improvement from secure knowledge in order to obtain best value for money in terms of attainment. Nevertheless, they show firm commitment to the school, even though most have demanding jobs. Several governors are attached to subjects, regularly coming into school to monitor them. One governor offers a literacy prize for the best piece of written work submitted by leavers in Year 6. Some long-serving governors understand the strengths and weaknesses of the school well, particularly the staffing difficulties; all are monitoring the progress of the action plan satisfactorily. However, there are some statutory requirements not met in the school prospectus. It is out of date, includes ICT as a core subject and omits national tests comparisons, as does the annual report to parents, which also does not report governors' expenses or attendance figures.
59. The management of special educational needs is very good. The co-ordinator is very skilled and her teaching is of high quality. She is experienced and has attended a good number of valuable and relevant courses. She works hard and keeps the required documentation in meticulous order. The provision of extra support teachers and teaching assistants is good and their help is very valuable. They are experienced, receive training within school and at the local teachers' centre. Management of the provision for English as an additional language is satisfactory.
60. Financial planning is satisfactory. There are clear priorities in both action plan and draft development plan, and these are budgeted for systematically. Day-to-day financial control and administration are satisfactory, carried out efficiently by the office staff, though there are one or two outstanding items in the most recent audit which are receiving attention. Specific funding for special educational needs is used very well because it is very effective in raising standards. Funding for pupils who do not speak English at home is satisfactorily used to give support and encouragement to ethnic minorities in the upper juniors. In addition to useful help from the local authority finance officer, the chairman of the finance committee has recently appointed a bursar, funded by a local charity for a year, to help the governing body understand how to manage the finances of a school. The school's use of new technology is good and rapidly improving.
61. The school applies the principles of best value satisfactorily in obtaining goods, services and training, and are also beginning to do this when comparing its performance with that of other schools. There had been some consultation with parents about the new form of the report. The level of staffing is sufficient to meet the demands of the curriculum. All teachers are well qualified, though some from

abroad do not have their qualifications recognised by the Department of Education and Employment. The school has arranged for good training and staff development and incorporated these well into its policy for performance management. The deputy headteacher is in charge of staff development, ensuring that all staff receive training according to their needs and that newly qualified staff receive a supportive induction programme. The school had good capacity to support the training of student teachers.

62. The number of classroom assistants is large. They and volunteers from local church organisations provide good quality support and guidance for a large number of pupils - not only those with special educational needs but also those of average and higher ability, both in class and in withdrawal sessions during literacy and numeracy lessons, in particular. Other staff, such as the caretaker, cleaning and lunchtime staff, all make their own contribution to the efficient running of the school.
63. The accommodation and resources are generally good, enabling good learning to take place. There are rooms where pupils can be withdrawn to be taught individually or in groups, though much support is within classrooms. All parts of the building are easily accessible for the disabled, with a lift and access from the outside on two levels. The school has disabled toilet facilities. The new ICT suite is a valuable addition to the school, but causes problems by overheating. Temperatures here and in the atrium reach unacceptably high levels in summer.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to raise standards further, the headteacher, staff and governors must:
 - (1) Continue to improve the standards of core subjects in the upper juniors in particular by ensuring that:
 - work is well matched to pupils' ability; (paragraphs 85, 86)
 - higher ability pupils receive extension work in class; (paragraphs 5, 26, 29, 38, 78, 84, 85, 86, 96)
 - teachers concentrate on intensive group work in literacy and numeracy with one group at a time; (paragraphs 26, 30, 85)
 - numeracy and ICT are used more in science for data analysis. (paragraphs 28, 93, 117)
 - (2) Make sure that governors receive training in the development of their monitoring role, so they are able to challenge the school on standards and value for money from an informed position. (paragraph 58)
 - (3) Ensure that statutory requirements are met in the governors' annual report to parents, and in the school brochure. (paragraph 53)
 - (4) Ensure that governors address health and safety issues in the school, especially the working conditions in the computer room, and other matters reported separately. (paragraphs 50, 118)
 - (5) Improve attendance by enlisting the help of the EWO. (paragraphs 17, 23, 47)

In drawing up their action plan, the governors should take these minor issues into account:

- Ensure that skills in art develop throughout the school by appropriate planning for each year group, and that they are applied to the design element of design and technology. (paragraphs 9, 99, 104, 106)
- Improve parental involvement by encouraging the formation of a new parents' association. (paragraph 52)
- Make sure the school brochure remains up to date by modifying it each year. (paragraph 53)
- Make sure the revised annual reports have separate entries for foundation subjects. (paragraph 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	59	22	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	181
Number of full-time pupils known to be eligible for free school meals		63

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	2
Number of pupils on the school's special educational needs register		90

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	13
	Girls	11	10	11
	Total	18	16	24
Percentage of pupils at NC level 2 or above	School	72 (50)	64 (68)	96 (75)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	13	10
	Girls	11	12	11
	Total	18	25	21
Percentage of pupils at NC level 2 or above	School	72 (61)	100 (79)	84 (82)
	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	20	8	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	13
	Girls	7	5	6
	Total	20	21	19
Percentage of pupils at NC level 4 or above	School	71 (69)	75 (54)	68 (68)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	7	7	7
	Total	20	21	21
Percentage of pupils at NC level 4 or above	School	71 (n/a)	75 (n/a)	75 (n/a)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	39
Black – African heritage	21
Black – other	22
Indian	0
Pakistani	2
Bangladeshi	2
Chinese	1
White	114
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	18.8
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	194

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	2
Total aggregate hours worked per week	60

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

Financial information

Financial year	2000/1
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	£
Total income	628,601
Total expenditure	619,229
Expenditure per pupil	2,815
Balance brought forward from previous year	40,628
Balance carried forward to next year	50,000

Results of the survey of parents and carers

Questionnaire return rate

22.2%

Number of questionnaires sent out

180

Number of questionnaires returned

40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37.5	0	0	2.5
My child is making good progress in school.	52.5	40	7.5	0	0
Behaviour in the school is good.	52.5	45	0	0	2.5
My child gets the right amount of work to do at home.	42.5	30	15	5	7.5
The teaching is good.	62.5	35	2.5	0	0
I am kept well informed about how my child is getting on.	55	37.5	7.5	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	25	10	0	0
The school expects my child to work hard and achieve his or her best.	60	32.5	2.5	0	5
The school works closely with parents.	55	37.5	5	2.5	0
The school is well led and managed.	45	42.5	7.5	0	5
The school is helping my child become mature and responsible.	52.5	37.5	5	2.5	2.5
The school provides an interesting range of activities outside lessons.	55	27.5	12.5	0	5

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

Personal, social and emotional development

65. On entry to the nursery, children's social skills are below average for their age, but by the time they leave the reception class they have achieved the Early Learning Goals in personal, social and emotional development. This very good progress shows how effective teaching is, where all adults act as role models and work as a team. The strong feeling of belonging in both the nursery and reception classes, where staff make close bonds with the children in their care, forms a strong basis for the development of social and moral values as the children progress through the school. Teachers in both classes arrange activities so that children make choices in their play activities, thus increasing their confidence. The children also make decisions for themselves during their play, and teachers encourage them to take responsibility for their actions. They find their name tags to label their milk in the nursery, for example, and select activities they wish to explore. Children co-operate well in role play when they help each other in dressing up activities. In reception, as a follow up activity linked to literacy, the children worked well together to build a train made from large wooden bricks. Good routines have been developed for tidying up at the end of sessions, and children take pride in completing these jobs quickly and efficiently. They commemorate festivals such as birthdays, and enjoy many multicultural celebrations with enthusiasm.

Communication, language and literacy

66. Many children enter the nursery with an underdeveloped sense of verbal communication, but because of very good teaching, soon develop the confidence and ability to speak and extend their vocabulary so that by the end of their reception year, their attainment is above average. The development of spoken language is a particular strength of provision for the under-fives, and all children, including those who do not speak English as their first language, make very good progress. Teachers and support staff interact well with the children and develop their language very well through play and in talking sessions, as seen in the tuck shop where the teacher helped them communicate and deal with money. Children learn to listen to each other; they take turns when using the computer and in games based on initial sound clusters. Their role play is sometimes guided effectively by adults. Children work in small groups with adult support every day on activities directed by the teacher, and there was constant discussion and conversation when nursery children were encouraged to talk about their drawings and animals in the environment.
67. Teachers use a very good variety of methods to encourage children to write in the nursery; they write letters to their teacher, for example, using paper, envelopes and stamps. The teaching of reading and writing in the reception class is particularly effective with very good examples of emergent writing seen in their work on trains and journeys. Teaching is closely linked to the National Literacy Strategy, and the gradual transition towards Year 1 is well planned and closely monitored. There is a good range of high quality reading books in both classes, and children are encouraged to choose a familiar book and spend quiet time enjoying it both alone and in small groups. Children know how to handle books and that text carries meaning. They take books home to read with their parents, and this strengthens the home-school link. At the end of reception, they recognise sounds and letters, some

children write sentences with correct use of capital letters and full stops. Most children reach or exceed the Early Learning Goals by the end of reception.

Mathematical development

68. Children's understanding of number is generally below average when they join the nursery class. However, they make very good progress in developing mathematical skills and understanding, and by the time they start Year 1, most children have achieved or exceeded the Early Learning Goals for mathematical development. Children in the nursery count accurately when they watch the classroom assistant pour the drinks at lunch time, and recognise the difference between cards with no ladybirds on them and others with one, two or three ladybirds. In reception, they order numbers to 20, and add to ten when playing a game of snakes and ladders. They count the numbers for school dinners and packed lunches, finding the total of 23. Some pupils confidently write the total.
69. The quality of teaching is very good, based on carefully planned activities. The day is structured well with many opportunities to extend children's mathematical ability. During the week of the inspection, reception children were finding out about non-standard measurement, able to notice the difference between their hands and the teacher's hands, using relevant comparative and superlative vocabulary. Whole-class activities were well timed so that all children maintained their concentration. Good behaviour and a real sense of enjoyment in learning always ensure high standards. The guidance teachers give to the assistants and helpers ensures that all maximise their contribution to lessons. Teachers' planning is known to support staff, who make informal assessment notes during lessons to guide it.

Knowledge and understanding of the world

70. Most children enter the nursery with a limited awareness of the world in which they live. By the time they leave reception, the majority achieve the Early Learning Goals for this area of understanding. They explore the sand, water and play dough, and are beginning to express their reactions, making observations about what is happening. They are aware of the passage of time when looking at photographs of the teacher and support staff as babies, and how infants change and grow. Children's knowledge of the wider world is extended through regular visits to places of interest such as the local railway station and the pizza restaurant for a 'cook and try' session. Children use computers confidently and know how to switch on the equipment and use the mouse. Their good progress in this area of learning is due to the range of carefully planned activities, providing a broad curriculum, together with very good teaching. Both teachers understand how young children learn about the world around them, and create interesting and exciting opportunities. The learning assistants are used effectively to help children learn, by encouraging and questioning them in order to develop curiosity and investigative skills.

Physical development

71. When the children enter the nursery, their overall physical ability is not well developed, though they are more confident in large physical movements. Most children lack skills in finer movements, such as using scissors and pencils. Good progress is made in all aspects of physical development and most children achieve this Early Learning Goal by the time they start Year 1.
72. The quality of teaching in this area is very good and the curriculum is wide. A good lesson was observed in the nursery where children were controlling and balancing

beanbags. The teacher gave clear instructions and adults demonstrated an awareness of safety needs. Most children are developing an awareness of their own space and moving around confidently and safely. Children have access to a satisfactory range of play equipment, such as some well used wheeled toys. Teachers provide other good activities to help children's ability to manipulate materials and tools, such as felt tip pens, paintbrushes of different sizes, and scissors. Some children demonstrate good control when using the mouse for their computer work, laying a good foundation for future work in this area. Children who speak another language at home, who are relatively new to the school, are also making good progress.

Creative development

73. Children enter the nursery with average skills in creative development. Teachers guide and encourage them to use their imagination in role play, which develops well. Children use a wide range of materials to create pictures and designs. They used appropriate colours to depict interesting views from a railway carriage window. They are beginning to talk about their paintings, describing colours and content, also using the computer. In music lessons, led by the music co-ordinator, children sing enthusiastically and understand rhythm, keeping time with clapping and instruments. The overall quality of teaching is very good. Teachers organise a range of creative opportunities for skills to be developed, using the environment imaginatively. Support staff are used effectively to inspire children's confidence and to encourage them to try new ideas and techniques. This Early Learning Goal is usually reached and often exceeded.

ENGLISH

74. The standard of English of pupils aged 11, as shown by the results of the National Curriculum tests in 2000, was below the national average but well above average when compared with similar schools. At the previous inspection they were well below average. Over the past four years there has been no significant difference between the attainment of boys and girls. The standard of English of seven year olds in the tests in 2000 was similar to the findings of the last inspection, well below average; compared with similar schools standards were below average. The trend over the past four years for infants shows an erratic profile in reading but a slightly rising one for writing since 1997.
75. By the ages of both seven and 11, standards are broadly average in speaking, and in all years pupils generally listen attentively to their teachers and each other. A Year 1 lesson started with some 'silly questions' to which pupils responded well to support their phonic work. In a Year 4 lesson, the teacher provided good opportunities for pupils to discuss their work in pairs when suggesting adjectives to describe the characters in the story 'Mufaro's Beautiful Daughter'. In Year 6, pupils made good contributions in developing their spoken expression. They listened well to the teacher's explanation of Shakespearean imagery in insults, and entered into the spirit of making up their own and hurling them at others.
76. Currently the standard of reading in Year 2 is above average, as shown by inspection evidence and the National Curriculum test results for 2001. All pupils quickly gain a sound understanding of the use of letter sounds, which enables them to decipher unknown words. The very good support provided for pupils with special educational needs enables them to know and understand how to use letter sounds, which increases their ability to read and experience other areas of the curriculum. Most pupils enjoy reading and all look forward to sharing books and reading to others.

They talk about their favourite books; one boy expressed a real liking for the Harry Potter stories.

77. Pupils build steadily on their reading as they continue through the school and by the age of 11 standards are broadly in line with the national average. The current 11 year olds have made good progress since their well below average National Curriculum tests in 1997. Many read regularly at home, use the public library for research, as well as a source for more fiction, and are confident in using library classification systems. Higher ability pupils show a deeper understanding of text and tackle difficult language with ease and confidence. Pupils with special educational needs in language make good progress against their targets, and are well supported. They choose their own reading material from a good selection of available books. They show appropriate research skills but prefer to use the Internet and CD-ROMs rather than the library. This is used well as an area for teaching rather than for independent learning. Pupils who do not speak English at home are given help to enable them to read satisfactorily.
78. By the end of the infants, the standard of writing is slightly below average. Pupils generally use a clear script but, for many, handwriting is not joined and presentation is untidy. Although most pupils show satisfactory spelling and punctuation there are limited opportunities, particularly for those capable of higher attainment, to write at length and extend their use of imaginative and structured language.
79. At the end of Year 6, the standard of writing is below average. Although lessons and a scrutiny of previous work show good teaching and learning in Year 6, this class scored poorly when they were in Year 2, and almost a third of the pupils have joined as juniors. The class has a high proportion of pupils with special educational needs. Throughout the juniors, pupils' handwriting and presentation develop well; work becomes increasingly lengthy and shows a range of writing for different purposes and audiences. By Year 4, pupils show developing skills in handwriting, writing for a greater range of purpose. Work is well marked, indicating what is good and how pupils can improve. In the lesson observed, pupils identified the social, moral and cultural issues in the story of 'Mufaro's Beautiful Daughter'. Previous work shows more extended story writing for the Story Competition.
80. The quality of English teaching and learning is good overall; it is very good in Year 6. This represents a significant improvement from the last inspection, when teaching was judged to be unsatisfactory and pupils made unsatisfactory progress with a poor attitude to work. In the Year 6 lesson, the teacher chose a difficult text, which stretched all pupils. The ensuing dialogue was lively, animated and showed that pupils were deeply involved in the plot. She was fully in charge of the class; pupils were involved in all aspects of the lesson and behaved well. Teaching seen by the special educational needs co-ordinator was also of a high calibre, as evident in the teaching of both groups with need for extra support and for those capable of higher attainment in an extension group. In the lesson on Shakespeare's 'The Tempest', the teacher skilfully helped pupils understand imagery, metaphor and unfamiliar language. She probed deeply and the majority of the class responded with good understanding of the characters of Caliban and Prospero. The teacher deepened their knowledge of Shakespearean language by introducing derogatory terms and curses, such as 'let maggots and rats eat thy flesh'. In the Year 5 extension group pupils were taught well to draft and redraft their work, and to analyse text in detail. They showed good levels of understanding in sustaining ideas and in choosing more adventurous language. There is a good range of writing within English lessons and pupils show they understand characterisation and the structure of story writing. Across the school, pupils with special educational needs are very well supported by

skilled teaching, which is well matched to their specific needs. All teachers have a good understanding of their shared responsibility to create an environment that is rich in language and provide good role models. In all classes they extend pupils' scientific, technical and mathematical language and generally ensure that pupils listen well. Pupils with special educational needs are given good support, enabling them to make good progress. They have detailed individual action plans and they receive well-focused teaching. Pupils who do not speak English at home have satisfactory support in Years 5 and 6 in particular, which concentrates on enriching their vocabulary and understanding of text. The classroom assistants provide pupils with many varied opportunities to reinforce their learning.

81. The English co-ordinator has worked hard to ensure the introduction of the National Literacy Strategy and its management is much improved. She and the special educational needs co-ordinator have analysed the data from assessments to determine areas for development, and have set appropriate targets and extra work where necessary. Assessment procedures are now good, but marking is still not consistent and does not always indicate how pupils can improve their work. Book resources for English are now good, but the library is little used for individual research or as a centre of learning. The range of display supports the subject well, and ICT is now well used to support English across the school.

MATHEMATICS

82. The results of the 2000 National Curriculum tests for 11 year olds were below the national average but above those of similar schools. Though they have risen sharply and steadily over the last two years, the rate of improvement is still below the national trend. Results of the National Curriculum tests for seven year olds in 2000 were close to the national average, and above the average of similar schools. There have been variations in achievement since 1996, but a significant improvement has been made since 1999 after good teaching throughout the school. Attainment of boys and girls shows negligible variation.
83. Since the last inspection, there have been considerable changes in the way mathematics has been taught in the school. The school analyses its results very carefully and is well aware of the historic differences. Since the introduction and establishment of the National Numeracy Strategy with a wide range of support and training for all staff, pupils' attitudes to mathematics have improved and their positive enthusiasm for the subject was expressed in discussion during the course of the inspection. The programme has been supported by the authority to include monitoring, analysis and moderation, and this has helped to raise teachers' awareness of good practice. Pupils have been encouraged to explain their thinking and take a more active part in lessons.
84. Current attainment at the end of the infants is above average; most pupils are achieving at least the minimum level expected for seven year olds, but those of higher ability are not always sufficiently challenged by the work they are given. Pupils with special educational needs are making good progress as a result of general support given by classroom assistants. By the age of seven, pupils have developed sound number skills and most are working at the expected level. All are developing the confidence to explain their methods and most in Year 1 understand the meaning of the comparative values 'more' and 'less'. Year 2 pupils recognise sequences of numbers and use multiplication of two digits accurately. They tell the time, using quarter of an hour, and express these times in both digital and analogue mode. Most pupils complete similar work, with the more able achieving a higher work rate but nothing more.

85. Satisfactory progress is made through the junior years with the development of numeracy skills, and an ability to use known facts to calculate mentally, but as a result of continuous changes in staffing in Year 5, standards here and in Year 6 are currently below average. Lower ability pupils are given additional support in the classroom, but there are occasions when work is not suitably matched for pupils to succeed independently. Higher ability pupils are given challenges, but there is a lack of intensive teaching to raise their standards of attainment. By the end of Year 6, pupils use addition, subtraction, multiplication and division in solving problems, such as those involving different ways of making larger numbers. They showed their workings, and the teacher encouraged them to investigate and demonstrate why some of them did not fulfil the given criteria.
86. The overall quality of teaching is satisfactory. It is best when teachers have established methods for teaching groups of pupils to ensure they reach their potential, but evidence showed some classes attempting work at a similar level, leaving lower ability pupils confounded and those of higher ability bored. Many teachers show a good understanding of the National Numeracy Strategy and the concepts and methods used to teach mathematics effectively. Most teachers give clear explanations, and are confident to show different methods for solving problems. Basic skills are taught well and high priority is given to the use and understanding of mathematical vocabulary, which ensures that most pupils understand the main focus of the lesson. Teachers are good at introducing new mathematical vocabulary and these words are used well in display around the classroom. In a Year 4 class, pupils converted centimetres to metres using fractions and decimal fractions. In Year 5 all pupils were seen working on problems involving time, but there was no differentiated work to take account of pupils' ability, and the pace of the lesson was slow. Intensive teaching of groups of pupils takes place in some other classes, and this successfully improves pupils' understanding. There were examples of all pupils satisfactorily attempting the same work.
87. Lesson objectives are well defined and clearly displayed in lessons. Most lessons are well structured, providing an appropriate balance between whole class, small group and individual activities. Teachers use the introductory mental mathematics session well, and in most lessons the pace is brisk. However, some lessons do not have enough rigour, and pupils are often left to work at their own rate, which is reflected in the work completed. In a junior class, for example, pupils generally applied themselves well to written tasks, but an inconsistent amount of work was completed in the time allocated. Teachers' use of resources is good, as in one lesson seen with effective use of number fans which gave the teacher instant knowledge of pupils' understanding. Most teachers set high expectations of behaviour and participation, but during the inspection it is evident that some pupils are passive listeners. In one infant lesson, for example, the teacher was not aware that some pupils were having difficulty understanding, with resultant misconceptions. Standards of presentation vary throughout the school. Numeracy is used effectively in other areas of the curriculum, and ICT is used in data handling occasionally.
88. The headteacher is temporarily in charge of mathematics since the previous co-ordinator has moved on to promotion. A new appointment has been made for September. The headteacher has ensured that staff have continued to receive regular training and support through contact with the numeracy consultant from the local authority, and useful monitoring and demonstration lessons, initiated by the previous co-ordinator, are continuing.

SCIENCE

89. The standards achieved by 11 year olds in the National Curriculum tests in 2000 were well below the national average, but average when compared with schools of similar intake. However, when compared with their prior attainment at the age of seven, they achieved well below the expected results. At the time of the last inspection, the 1998 results quoted had been especially high, due to the emphasis put onto science by the then new headteacher, who successfully inspired the science co-ordinator to raise standards. However, the judgement that the 1999 results would be similarly high was not verified when the national comparisons were available. They showed well below average standards. The results of standardised teacher assessment in 2000 for seven year olds were below the national average.
90. Currently, standards in the school are below average for 11 year olds and average overall for seven year olds. It was not possible to see lessons in Year 6 because science was not on the timetable. However, work in books and evidence from interviews with pupils gave enough information to make judgements. Teaching has covered the National Curriculum requirements satisfactorily, and the work of the higher ability pupils shows evidence of level 5 work in all aspects of science. Pupils showed that they had satisfactory knowledge of the structure and function of plants, understood the effect of balanced forces on objects, such as parachutes falling to earth and ships floating on the sea. They described how to reclaim salt from a solution by evaporating the water, and brighter pupils applied this to a mixture of sand and salt. However, knowledge of scientific vocabulary and of common patterns was insecure; pupils confused 'dissolve' with 'melt', for example, and could not describe the relationship between the force applied to a rubber band and the amount it stretched, even when looking at their books.
91. Pupils in Year 2 showed above average knowledge of scientific enquiry skills as they predicted and tested the effect of different surfaces on the distance their vehicles travelled down a ramp. Their books showed that they have studied all aspects of science this year, including electricity and simple circuits, healthy eating and the use of materials to make different classroom objects, such as pencils and rulers.
92. Since the last inspection, there has been an improvement in the quality of science teaching in the infants; pupils' attitudes to the subject remain good. Pupils questioned, and those seen in classes, showed they were eager to learn because of the interesting lessons prepared. They particularly enjoy practical lessons and researching topics using the computer, and this enabled them to make good progress. Four lessons were observed during this inspection. Both in the infants were good; in the juniors, one was good and the other satisfactory. Nearly all teachers have a good knowledge of the science they are teaching, which enables them to set challenging work for their pupils. In a Year 1 class, for example, where pupils were studying the requirements of plants for water, the teacher had made every child make predictions about conditions to be imposed. These were recorded as leaves on a display of three plants, one which the class had decided not to water at all, one to be submerged in a bucket of water, and the other to be watered daily. Pupils watched the progress of their plants with great interest, checking results of their prediction. The teacher enhanced their knowledge greatly by showing them how water is drawn up through the stem of a plant by placing celery stalks in coloured water.
93. Skills of scientific enquiry are developed well, and very noticeably throughout the school. Teachers encourage pupils to make predictions, to test fairly and to measure using correct units. Pupils record their results in tables and use them to draw

conclusions as a class in the infants, and in groups or individually higher up the school. All teachers see this as a foundation for the development of science in the school. However, they do not yet make sufficient use of mathematical skills such as data handling, particularly in line graphs to show the relationship between variables such as stretching materials when applying different forces. Information and communication technology is beginning to be used well for research now that the ICT suite is well established, and there were many examples in pupils' books, such as habitats and the solar system. The school does not yet have the means to enable pupils to do simple data logging to follow the course of an investigation, however.

94. Literacy is developing well through science in the infant classes where there is an emphasis on vocabulary. In the upper juniors, this is not evident. Although they have vocabulary books, they showed confusion over the meaning of certain words. Many pupils have had disruption to their school careers through changes of teacher and have been denied the opportunity to consolidate and learn terms thoroughly by definition to enable them to do better in their National Curriculum tests.
95. Teachers plan lessons well, with clear objectives communicated well to their pupils. A particularly good feature is the use of assessment which enables teachers to identify where pupils need more work on a particular topic. The good planning is reflected in the wide variety of teaching methods used, ranging from class teaching to practical sessions, use of video tapes and computers. All the practicals seen were very well organised, making very good use of the classroom assistants and volunteers from the Salvation Army, whose work is directed towards particular groups or individuals – usually those with special educational needs. The teacher designated to support English as an additional language is satisfactorily used to explain scientific terminology to groups or whole classes in Years 5 and 6. Organisation of science lessons is also generally good, with pupils working well in groups to set up experiments, such as an investigation into the preferred habitat of woodlice.
96. Teachers expect all their pupils to do the same work and this is generally at an appropriate National Curriculum level for their age. The way in which pupils record their work is differentiated well; teachers make good use of writing frames for younger and lower ability pupils, and older ones are usually able to write their own structured accounts of their work. Those of higher ability are sometimes given extension work to do, but this is not consistent, and opportunities are being lost, especially to develop the pattern finding, problem solving and data analysis aspects of science, which are pertinent to the gaining of higher grades.
97. Teachers' marking of work is prompt and celebratory, and is becoming more analytical, giving consistent targets for improvement across the school; procedures for assessment are good.
98. Leadership of the subject is good. The co-ordinator is enthusiastic and has good expertise which she shares well with colleagues. She monitors plans, books, and work that has been done in classes, and is beginning to monitor teaching formally. The curriculum is satisfactorily based on the Qualifications and Curriculum Authority (QCA) guidance and some other schemes. Good use is made of the outdoor area for environmental studies.

ART AND DESIGN

99. Pupils' attainment in art is in line with national expectations at the end of both infants and juniors. The displays around the school reflect an improvement since the last

inspection. Infant pupils have used works of art by famous artists such as Monet, Matisse and Warhol as a stimulus for their own work, and the school has used local artists as part of Art Week 2000. Pupils have produced work using a variety of techniques, stained glass, batik and painted portraits, which include individually designed framing, and multicultural art, such as Aboriginal, Caribbean and African art. This work is effectively displayed around the school. Pupils have created high quality textile work in an after-school club with visiting artists, and this is currently displayed in St Paul's Cathedral. By the age of 11, pupils use a satisfactory range of materials and techniques. Their skills in observational drawing are less well developed, but most pupils are able to create attractive designs and artefacts. However, there is no evidence of the development of technical skill, and little evidence that pupils are developing the ability to evaluate the quality of their work. Sketchbooks are not used consistently throughout the school to develop observational drawing and painting skills.

100. Scrutiny of work and display show that infants are using a range of materials and techniques such as printing and modelling. In a Year 2 class the pupils have been studying buildings linked to the work of famous artists. They used plaster of Paris satisfactorily to express their ideas.
101. No art teaching was observed during the inspection, but work on display shows that pupils are responding to the stimuli provided, and photographic evidence shows pupils engrossed in their art, eager to produce work of good quality. The school provides a good range of resources to encourage a variety of responses.
102. The scheme of work follows the national guidelines and ensures an adequate balance of activities supporting teachers well in their planning. At the time of the inspection the role of co-ordinator was temporarily held by the headteacher. The after-school clubs for pupils of all ages provide an extra dimension for learning. Drawing and painting are used to a satisfactory standard in other areas of the curriculum, such as history, where pupils record features of Elizabethan costume.

DESIGN AND TECHNOLOGY

103. The standards of work seen in design and technology at the end of both infants and juniors are similar to those expected for children aged seven and 11 in skills of making products. All pupils, including those with special educational needs and those who do not speak English at home make satisfactory progress. This represents an improvement since the last inspection when progress of infants and juniors was judged to be unsatisfactory.
104. Only two lessons were seen during the inspection; one was good and the other satisfactory. Pupils aged 11 were observed evaluating slippers as a precursor to designing and making their own. They identified the people who are most likely to use slippers, explaining and clearly justifying their reasons for choices of material such as furry, waterproof, protective, and flexible. However, they had not drawn any sketch designs to show ideas about the project, nor had seven year olds who were making a sock puppet. There was no evidence of the use of sketch books, either, to encourage the development of design skills. These pupils had spent some time researching puppets on the Internet and knew the difference between, for example, glove puppets and marionettes. They produced satisfactory and interesting products by the end of their lesson.
105. Since the last inspection, design and technology has not been as strong a focus as literacy and numeracy, but some worthwhile projects have been completed in the two

years, notably one in Year 4 led by an outside architectural concern to design a safer playground for the school. There was evidence of the whole design process being undertaken satisfactorily during this project, with well considered sketch designs being made after questionnaires seeking clients' (e. teachers') views produced a design brief. Another project was undertaken through the textiles club to create a banner being designed and made to hang in St Paul's Cathedral. A two-day workshop produced some exciting screen-printing sponsored by an external company, and led to the formation of an after-school club on some whole-school batik projects, which yielded some decorative examples of this technique.

106. The curriculum has been adapted from the QCA guidelines and the new co-ordinator has put a satisfactory policy and scheme of work into place. She is enthusiastic and well qualified with a technology degree, and keeps up-to-date by attending courses and disseminating the information to the other members of staff. Her monitoring of the curriculum has revealed that pupils are making products from an early age, and good examples of vehicles were seen in reception and infant classrooms, both made from waste materials such as kitchen roll tubes and boxes, and construction kits, which are a feature of the school; more advanced kits have recently been ordered to satisfy the control element of the curriculum for older pupils. Work observed showed that the design element of the process is not consistently in place; pupils do not use their sketchbooks yet for this. Research into existing products is a strong feature and often involves ICT. There was little evidence of disassembly of existing products, however, or evaluation of the products.

GEOGRAPHY

107. During the inspection, it was not possible to observe the teaching of geography, though some extension work for higher ability pupils was seen to be successful in furthering their attainment; other judgements are based on the evidence of a limited amount of previous work, discussions with teachers and pupils and on the school's planning and records. The indications are that average standards are achieved across the school and that pupils, including those with special educational needs and those who speak another language at home, make satisfactory progress. This is the same judgement as that made when the school was inspected in 1999. There are no differences in the attainment of boys and girls.
108. Evidence indicates that the quality of teaching and learning is satisfactory throughout the school, as at the last inspection. The analysis of work shows that infants have appropriate early map work skills. The teaching successfully uses the pupils' own local knowledge and they have drawn satisfactory maps in their study of Wandsworth. Pupils in Year 1 have been soundly taught to look at the immediate area. They have looked at local shops and land usage. Work in Year 2 shows pupils have knowledge of localities beyond their own. They know what is attractive in Wandsworth and what they do not like about it, and how it is different from the countryside. They compare the features of the country and towns using appropriate geographical terms. Previous work on the imaginary Isle of Struay shows sound understanding of island life and appropriate use of mapping skills. They designed their own island, made it in papier mache and put in relevant features.
109. Teaching in Year 1 ensures pupils know about weather around the world as they discuss holiday destinations. They have looked at the polar regions and have completed a brief study of the USA. Pupils have produced maps of the local area and plans of the school and the classroom. They use appropriate symbols and a key. In Year 4 pupils satisfactorily extend the study on weather producing maps with meteorological symbols. They interpret photographic evidence to find similarities and

differences in their study of St Lucia. Work in Year 5 indicates they have been soundly taught in their local study. They combine with history in their study of the River Wandle and find its mouth. They have learned that the Huguenots brought lavender to Wandsworth, hence the names Lavender Hill and Lavender Sweep. In Year 6, there was limited previous work available, but discussion with pupils shows that they achieve broadly average standards. They have sound skills in interpreting a range of maps and have used co-ordinates. They understand the geographical features of Egypt and explain the importance of the Nile today and in ancient times. In investigations they have successfully employed primary and secondary sources of evidence and used appropriate geographical vocabulary. They are knowledgeable about their local area and know how people can cause damage and improvement to the environment.

110. Management of the subject is satisfactory and the new co-ordinator has successfully introduced new guidelines. She monitors planning, but has little opportunity to monitor teaching or pupils' work. The curriculum is appropriately enhanced by visits into the local environment and a residential visit for Year 6. Years 2 and 3 have visited the Hayes Gallery and Year 4 go to the Wetlands Centre. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development as pupils become aware of environmental issues and look at other countries and cultures. National Curriculum requirements are met.

HISTORY

111. The standard of work seen in history at the end of the infants and juniors is similar to that expected for most children aged seven and 11. This judgement was also made at the last inspection. Eleven year olds use evidence from photographs of Wandsworth in the past to formulate ideas and draw conclusions about their local history, comparing, for example, different modes of transport, such as horse-draw buses with modern traffic. Pupils aged seven have been looking at famous people, such as Mary Secole and Florence Nightingale, and have a sound understanding of their roles and impact in the times they lived.
112. Only two lessons were seen; both were good, in which all children, including those with special educational needs and those with English as an additional language made good progress. A strong feature of teaching is the planning, with good use of varied resources for a wide variety of activities. The Year 3 lesson was a simulation of Victorian school room, which was much enjoyed by the pupils as they sat at their desks in a row to do repetitive tasks, such as writing out lines to practise handwriting, chanting tables and drawing and labelling a potato. The monotony was broken by a period of drill in the playground, and this enabled pupils to gain a good idea of the differences between the Victorian school day and their own. The Year 6 lesson centred on their local area, and the teacher directed pupils well in the use of evidence from photographs and overhead transparencies showing transport through the ages. The teacher gave sufficient guidance to enable pupils to pick out which photographs were natural and which were posed, prompting good discussion. Pupils thought of reasons why certain pictures might have been posed. One photograph, for example, showing a tram decked with garlands suggested to some pupils that it may have been the first; it did turn out to be the inaugural journey on the local route. Pupils showed a sense of wonder and fascination as they made discoveries about their past – the sheep on Wandsworth Common shown in one picture led to a good understanding of the way buildings and traffic now dominate where there was once open land.

113. A large sample of work showed that pupils have covered all aspects of the National Curriculum Programmes of Study. Younger pupils learn the differences between old and new by looking at toys from past and present. Junior pupils satisfactorily widen their study of ancient Greeks by designing masks and pottery patterns. They write illustrated biographies of Henry VIII in the study of the Tudors. A strong feature of history provision is the way it is used to develop literacy by discussion, debate, drama and writing. It is also enhanced by a number of visits to museums and places of interest, which all pupils enjoy. A group with special educational needs learned a great deal about the life of soldiers in the Duke of Wellington's army by their visit to Apsley House, for example.
114. Leadership of the subject is satisfactory. The co-ordinator has a history qualification and good vision for the development of the subject, but she has only been in post for one year, following her first year of teaching. She satisfactorily monitors planning, has reorganised resources and written new policies. The curriculum is soundly based on the QCA guidance and the co-ordinator acknowledges that assessment is something which she has to address next.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

115. Standards are below average overall for juniors, although handling and communicating information are good, and are above average for infants. This judgement shows a good improvement on the findings of the last inspection. Pupils across the school, including those with special educational needs and those who do not speak English at home, are now making good progress in the areas covered. Examples of past work provide evidence of a broad and balanced curriculum with challenging work for infants. However, controlling, monitoring and modelling are not much in evidence in the juniors, as the school has concentrated more on basic skills, such as word processing; pupils have had little previous experience because the school has had working computers for only one year. Progress, therefore, has been very good in the aspects covered to raise standards to their current level.
116. The quality of teaching and learning is good in the infants and satisfactory overall in the juniors. It has improved considerably since the last inspection, when it was deemed unsatisfactory. Teachers plan their work in line with national guidelines, and pupils are building systematically on their ICT knowledge and skills. Teachers across the school are now confident users of computers and impart their skills well to the pupils. As a result, pupils in Year 2 show good skills in controlling a programmable toy and giving instructions to move a screen turtle. The good teaching they receive enables them to enter, retrieve and store their work. They are taught how to produce text and pictures and to handle and display simple data. Pupils' skills in handling text are well developed, and they have been given well planned opportunities to use a range of fonts and styles to present their work. In the lesson observed, the teacher gave skilled direction to teach pupils to gain access to the Internet, and use a specific website to find out how to make a 'sock-a-saurus'. In Year 1, careful teaching has led to pupils learning to use the basic tools in a paint package to produce abstract pictures. In the lesson observed, pupils showed good concentration and well developed mouse skills. In a Year 5 lesson, the quality of teaching and learning was unsatisfactory as the teacher had difficulty managing pupils' poor behaviour. Pupils were not attentive and preferred to chatter rather than listen to instructions, and consequently they made limited progress. In Year 6, pupils are becoming highly competent in presenting information in a multi-media format. In the lesson seen, they showed sound skills in searching the Internet for information on rivers, and they use ICT to present information in a variety of forms, demonstrating an awareness of audience and quality in presentation.

117. The recently appointed co-ordinator provides very good leadership through her enthusiasm and high level skills and knowledge. She has a clear direction for the subject and monitors its development well. Major weaknesses reported at the previous inspection have been addressed, and pupils have significantly more opportunities to use computers, with a planned programme of access to them. The expenditure on ICT has been well targeted. There is an improved ratio of pupils to modern computers, and the rising standards are a clear indication, not only of the improved teaching, but of money well spent. All aspects of the Programme of Study are covered in the juniors, albeit at lower levels than would be expected. Pupils have few opportunities to control events in a predetermined way, sense physical data, or explore patterns and relationships with the aid of computer simulations or models, since hardware and software to cover these aspects has only recently been purchased.
118. The subject enhances pupils' personal and social development as they work well in pairs, sharing tasks and sensibly discussing which options they will choose. They relate positively to peers and adults alike. There is a policy in place for Internet use. The computer club provides an opportunity for pupils to advance their skills and at present, they are designing their own games using sound effects and animations. The teacher uses pupils' skills well. She asks them to teach others but not to do things for them. During the week of the inspection the weather was very hot and the temperature in the computer suite reached 34 degrees. This needs to be addressed to protect both pupils and hardware.

MUSIC

119. The standard of music is above average overall. The school has made very good progress in music since the last inspection when standards in teaching and learning were unsatisfactory. A specialist music teacher is now employed, who has contact with every year group from nursery to Year 6. Music has a firm place in the curriculum of the school and all pupils show enjoyment and enthusiasm when participating in music lessons. There is evidence of them building on their musical experience, and the quality of singing and music making is good. They sing in tune and have a very good awareness of rhythm and pitch. In a whole-school singing session, for example, pupils showed good understanding of the place of rests in music; they sang a four-part round, successfully sustaining their vocal line and retaining pitch when the accompaniment was added towards the end of the song.
120. In lesson observations of junior pupils, they showed the ability to identify beats in a bar, recognising differences in time from two beats to four beats. They have a secure understanding of accented beats and demonstrate this through movement. In a Year 3 class, pupils continued several patterns in music, using instruments and voices. In a Year 4 class, they responded keenly to changes in dynamics, and modelled a skipping rhythm in six-eight. In an infant lesson, pupils showed satisfactory appreciation of music depicting moods, and learned through a game about directing music, with particular emphasis on strong beats. However, the teacher misled pupils when she compared this with music without an obvious beat, incorrectly describing it as having no beat. In each class, pupils showed they were active listeners and followed instructions with confidence. They practised correct techniques when using instruments and showed awareness of the need for care. Pupils with special educational needs were fully integrated into lessons and took a full part in activities. There was no obvious gender difference in the performance of music, and all pupils showed a deep sense of enjoyment. The music co-ordinator teaches music to all classes in the school and class teachers are an integral part of the lesson with some teachers joining in with the music making. As well as taking

music lessons in the nursery, the co-ordinator also takes a toddler group which meets in the church, and is very well attended. She practises speech therapy through music, too, with pupils with special educational needs, which they find very useful.

121. The nationally approved scheme of work is used by the co-ordinator to plan work for each class, but she supplements the scheme with activities to motivate the pupils further. The quality of equipment and resources is good. The school choir is an important feature of the school and performs regularly in the locality. They have recently won an award for their singing, and pupils are proud to wear their choir uniform. The co-ordinator is developing a manageable system of assessment based on a limited number of learning objectives. She is also developing a record of pupils' work and supports colleagues well. At the time of the inspection class teachers observed lessons, but the co-ordinator plans to increase teacher involvement with training and support. At the time of the inspection there were no opportunities for instrumental music teaching, and no examples of pupils using computer software for composition.

PHYSICAL EDUCATION

122. During the period of the inspection lessons were seen in games, dance, athletics and orienteering. Average standards have been maintained since the last inspection across the school, with no differences between those of boys and girls, and pupils make satisfactory progress. No judgement was made previously on swimming, and there was insufficient evidence on which to make a judgement in this inspection.
123. The quality of teaching and learning is sound across the school, as it was at the previous inspection. In the lessons seen in Year 2, pupils practised and improved their games skills and knew the importance of warming up and the effects of exercise on their bodies. In dance, skilful teaching ensured pupils expressed mood and feelings as they acted out puppet movements, having looked carefully at the movements of a marionette and copying them. They responded to the strong beat in the Nutcracker, and showed a developing understanding of sequences. In Year 3, a tennis coach provided good opportunities for pupils to learn and practise basic tennis skills. They concentrated well, listened to instructions and tried hard. In the Year 4 lesson, the teacher had planned a good orienteering lesson and pupils worked well as teams. On a map, they clearly recorded the route followed, and used it to find the various clues in the familiar environment of the playground and gardens. In an unsatisfactory athletics lesson with Year 6, the teacher was not sure of the triple jump sequence she was teaching and as a result, pupils learned the wrong skills. Coaching for long jump, however, was satisfactory.
124. The co-ordinator is new to the post and has worked hard to plan more activities and sporting links. She has introduced a scheme of work that ensures all aspects of the curriculum are systematically covered. Pupils' attitudes are good, which is an improvement on the previous inspection, and all pupils now change for lessons. The school provides a sound but limited range of extra-curricular activities for sport. The co-ordinator runs clubs for football and cricket but there currently no matches against other schools. Some pupils play for outside teams, and the borough provides coaching for tennis and cricket. The school has no field, but the playground is of a good size. Adventure activities take place in the school grounds and on the residential visit. Physical education contributes soundly to numeracy as pupils measure time and distance, and supports literacy as pupils listen well to instructions and follow them carefully and safely.