

INSPECTION REPORT

PAXTON PRIMARY SCHOOL

London

LEA area: Lambeth

Unique reference number: 100577

Headteacher: Ms A Craig-Kemal

Reporting inspector: Mrs T Chakraborti
(OFSTED: 12603)

Dates of inspection: 16 – 19 October 2000

Inspection number: 224192

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Woodland Road
London

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Ron Ellis

Date of previous inspection: 27 March 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tusha Chakraborti (Ofsted No: 12603)	Registered inspector	Mathematics	What sort of school is it?
		English as an additional language	How high are standards? a) The schools results and achievements
			How well are pupils taught?
			How well is the school led and managed?
Judi Bedawi (Ofsted No: 19322)	Lay inspector		How high are standards? b) 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?
David James (Ofsted No: 15162)	Team inspector	Information technology	
		Design and technology	
		Physical education	
		Equal opportunities	
Robert Allen (Ofsted No: 23413)	Team inspector	English	
		Geography	
		Religious education	
		Foundation stage	
		Special education needs	
Terence Payne (Ofsted No: 12276)	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Art	
		History	
		Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Paxton Primary is an average sized primary school, situated in the London Borough of Lambeth, on the borders of Croydon, Southwark and Bromley. It currently has 213 pupils on roll, including 10 full-time and 30 part-time children in the nursery. The majority of pupils live in the direct vicinity. The percentage of pupils eligible for free school meals is above the national average. The percentage of pupils with special educational needs is in line with the national average, whilst that of pupils with statements is above the national average. Thirty five pupils speak English as an additional language and six of these pupils are at an early stage of learning English. This is a high percentage when compared to other schools nationally. The school also experience high mobility and, therefore, many of these pupils do not receive a full primary education.

When children start in the nursery, their skills are much lower than expected for their age.

HOW GOOD THE SCHOOL IS

Paxton Primary School provides satisfactory quality education which meets the academic, social and emotional needs of its pupils. The school has a strong commitment to equality of opportunity and promoting the wellbeing of its pupils. Its aims and values permeate through its caring ethos. It is an effective school. Considering the improvement in standards in the 2000 national tests despite the upheaval caused by high mobility and high proportion of special educational needs, the school is judged to provide good value for money.

What the school does well

- Provision for children in the nursery is very good.
- Pupils in the nursery and in Key Stage 2 make good progress.
- Provision for pupils with English as an additional language and that for pupils with special educational needs are good.
- Relationships between staff and pupils and between pupils themselves are good.
- Procedures for monitoring and promoting good behaviour and ensuring pupils' welfare are very good.
- Procedures for assessment are good and these are used effectively for future planning.
- Links with parents are very good.
- The school is led and managed very effectively. The headteacher ensures clear educational direction.
- Financial planning is very good and finances are used efficiently to support the school's educational priorities.

What could be improved

- Standards in mathematics in Key Stage 1 and geography and music in both key stages
- Attendance and punctuality

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1995. The present inspection concludes that the school has addressed most key issues identified in the previous inspection successfully. All policies have been reviewed and good schemes of work are in place and are being implemented effectively, in spite of the upheaval caused by the major building work during the last term. National Curriculum requirements for design and technology and requirements for religious education are now met and pupils now attain expected standards in these areas. Effective procedures for curriculum planning and assessment have been introduced and are being implemented. As a result, the quality of teaching is improving and standards in English, mathematics and science are improving over time. The national test results for the Year 2000, show significant improvement in English, mathematics and science in Key Stage 2. The headteacher and the governing body work hard to ensure that the school development plan has appropriate priorities for curriculum development and to raise the

standards of achievement and it is linked effectively to financial planning. Effective teamwork involving the staff, headteacher and the governors mean that the school has good capacity for further improvement.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	A	E	D	A	Well above average A above average B Average C Below average D Well below average E
Mathematics	A*	E	E	C	
Science	B	E	E	C	

In 1999, the standards in the national tests for pupils aged 11 were below the national average in English and well below in mathematics and science. Compared to the similar schools, the test results were more favourable. The Year 2000 national test results show that standards have improved significantly in English, mathematics and science and are now close to the 2000 national average in English and mathematics and in line with the national average in science. National test results for pupils aged 7 also show a rise in attainment over the years.

The current inspection finds that standards are in line with the national average in English and science in both key stages. In mathematics, standards are below in Key Stage 1, but in line with the national average in Key Stage 2.

The standards in information technology are judged to be in line with the expected levels for this age. Standards in religious education are in line with the requirements of the locally agreed syllabus. Standards are in line with those expected of similar age pupils in all other subjects except in geography and music, where the standards are below the expected levels in both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally keen to learn, and respond to class discussions and tasks responsibly.
Behaviour, in and out of classrooms	Behaviour is generally good. Pupils show respect for each other and for adults.
Personal development and relationships	Personal development is good. There are opportunities for pupils to take on a range of responsibilities which they carry out willingly and successfully. The relationships between adults and pupils are good.
Attendance	Attendance is unsatisfactory. Too many parents are not focussed on the importance of sustained attendance and punctuality to enable their children to make the most of the education they receive. The school is working very hard to improve attendance

Pupils' personal development and relationships throughout the school have a positive impact on pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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. Teaching was satisfactory or better in 90 per cent of the lessons observed of which 41 per cent was good, 20 percent was very good and 2 percent was excellent. Ten per cent of teaching was unsatisfactory. Most of the unsatisfactory teaching was in music. Teachers follow the literacy and numeracy strategies effectively. The management of behaviour and effective teaching of basic skills are particularly good features of teaching. As a result, the majority of pupils develop positive attitudes to learning and gain literacy and numeracy skills progressively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum is generally broad and balanced. However, there is insufficient coverage of National Curriculum in music and geography.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs.
Provision for pupils with English as an additional language	The provision for pupils who speak English as an additional language is good and pupils make good progress in developing their language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is good and that for spiritual and cultural development is satisfactory. The provision for pupils' spiritual, moral, social and cultural development is effectively reflected in the school's work and the curriculum.
How well the school cares for its pupils	The school promotes the welfare of its pupils well through effective support and links with external agencies. It has good procedures for assessment and these are used effectively for future planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed very efficiently. The headteacher gives clear educational direction and she is supported well by staff and governors. The subject co-ordinators are developing their monitoring roles effectively, especially in English, mathematics and science.
How well the governors fulfil their responsibilities	The governors have clear understanding of the strengths and weaknesses of the school. They meet the statutory requirements fully.
The school's evaluation of its performance	The school evaluates its performance effectively, in accordance with the school development plan and the analysis of test results.
The strategic use of resources	The school makes very good use of all staff and its accommodation and its funding. The school is well aware of best value principles and seek competitive quotations before ordering for any major expenditure, such as the recent building work.

The school has adequate number of staff and they are well trained. They use appropriate resources to support pupils' learning effectively.

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 school helps their children to become mature and responsible. • Children are making good progress. • The teaching is good. • Parents feel that they are kept well informed about their children's progress. • The school expects children to work hard and achieve best. • Parents feel comfortable about approaching the school. • The school promotes good behaviour. • The school works closely with parents. 	<ul style="list-style-type: none"> • Some parents feel that the school does not provide an interesting range of extra-curricular activities. • Some parents feel that their children do not get sufficient homework.

The inspection team agrees with parents' positive comments. However, the team did not find any evidence to confirm the concerns about homework. A satisfactory range of extra-curricular activities is provided and the school plans to increase this provision, now that the building work has been completed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children start the nursery, their attainment is below that expected of children of this age. Children in the nursery make good progress and in reception they make satisfactory progress. By the time they begin compulsory education, they attain standards that are broadly in line with the expected levels.
2. By the end of Year 2, the standards of attainment for the seven year old pupils are in line with the national expectations in English and science. In mathematics attainment is below. Pupils' attainment in all other subjects, except in music and geography, is in line with what is expected of this age group. Attainment is below the expected level in music and geography. In religious education pupils attain standards in line with the locally agreed syllabus. Pupils make satisfactory progress throughout the key stage. By the end of Year 6, eleven year old pupils attain standards that are in line with the national expectations in English, mathematics and science. In all other subjects pupils' attainment is at the standard expected of this age, except in music and geography, where the standards are below the expected level. In religious education attainment is above the expected level. Pupils in this key stage make good progress and are achieving well.
3. The results of the 1999 national tests show that seven year old pupils attain standards that are below the national average in reading and average in writing and below in mathematics. In comparison with schools with pupils from similar backgrounds, standards are higher. The national test results for year 2000 show that standards remain similar. At the end of Key Stage 2, standards attained by eleven year old pupils are below the national average in English, mathematics and science in 1999. In comparison to similar school, the standards are above average in English and average in mathematics and science. However, national test results for the Year 2000 show significant improvement in standards in all three subjects. Standards attained by pupils at the end of this key stage are now close to the 2000 national averages in English and mathematics and in line with the national average in science. The standards as shown in the national test results over the last three years, clearly indicate a rising trend. Year 2000 results in Key Stage 2 are particularly higher than the previous years.
4. Inspection findings also confirm that pupils are making good progress across this key stage and that the standards are rising. Effective implementation of literacy and numeracy strategies, good teaching and effective use of assessment procedures across the key stages are beginning to have a positive impact on the standards of attainment. A comparison of this year's national results with similar schools is not yet available.
5. In speaking and listening, pupils' skills are well developed. In Key Stage 1, pupils usually listen to their teachers and their peers respectfully and attentively. They are thoughtful in preparing what they have to say, and express their own opinions confidently. The same is true of Key Stage 2. Pupils talk about their work and interests with confidence in both formal and informal situations. Almost all those interviewed about their reading offered considered, thoughtful views. In reading, pupils make good progress in both key stages. In Key Stage 1, higher attaining pupils read fluently and accurately. Other pupils have developed sound strategies for reading unfamiliar words. They know about title, author, contents. In Key Stage 2, pupils become progressively more fluent as they move through the key stage, and those who have more difficulty in reading develop appropriate strategies for reading a variety of texts. Many pupils read with expression, and show a good understanding of authors' intentions.
6. In writing, pupils' performance remains in line with the national average in both key stages. By the end of Key Stage 1, some pupils write for a suitable range of purposes. Most pupils are able to produce accurate sentences and have a satisfactory understanding of basic punctuation. By the end of Key Stage 2, pupils have a satisfactory understanding of basic grammar, including the different tenses and the use of standard English. They plan stories with attention to characters, development of plot and ending. There is limited opportunity for

pupils to write longer imaginative pieces of writing and for drafting and re-drafting their work. In both key stages, handwriting is not always joined.

7. In mathematics, in Key Stage 1 pupils make satisfactory progress in learning. They build on the knowledge gained in previous years, practise addition and use appropriate mathematical words with increasing confidence. Able pupils read and write whole numbers to 100 and know by heart multiplication facts for the 2 and 10 times tables.
8. In Key Stage 2, learning continues to be good. They understand that subtraction is the inverse of addition as they work on number patterns and make very good progress in learning to estimate, rounding to the nearest 10. However, many pupils have limited knowledge of number bonds and tables.
9. In science, pupils in Key Stage 1 are able to relate their work to domestic and environmental contexts. For example, they understand how materials are changed when they are frozen or heated. Pupils are beginning to understand fair testing and use appropriate terminology. At Key Stage 2, pupils understand the conditions needed for fair testing and further develop their capacity to predict outcomes, carry out investigative work and record their findings. They understand the differences between living and non-living things, know body parts and show a satisfactory general knowledge of science.
10. In information technology, pupils' attainment is in line with that expected at the end of both key stages. In Key Stage 1, the clear majority of pupils use the mouse with confidence to use icons, menus, highlight text and print; some can edit by use of the arrow and delete keys. In Key Stage 2, most pupils can retrieve data and display it in graphical form and explain the results. Some pupils effectively modify text, use different fonts and layouts to experiment with the presentation of their work and achieve the effect they want.
11. In religious education, in Key Stage 1, pupils attain standards that are in line with the locally agreed syllabus. In Key Stage 2 the standards are above the locally agreed syllabus. Pupils at the end of Key Stage 1 show that they have sound knowledge of Hindu worship. They have good knowledge of some New Testament stories, and recognise the special and different nature of religions. At the end of Key Stage 2, pupils demonstrate good factual knowledge of the major religions, and particularly of Christianity.
12. Pupils who speak English as an additional language develop skills in literacy and numeracy effectively in lessons and over time. By the time they are eleven years old, they express their thoughts clearly and confidently.
13. Pupils with special educational needs achieve well and make good progress in relation to their prior attainment. They make good progress in the Foundation Stage as a result of the combination of free and structured activities and of the very strong adult support which is provided.
14. At the end of both key stages, there are no significant differences in levels of attainment between boys and girls. The school sets appropriate targets for pupils and review the targets every year.

Pupils' attitudes, values and personal development

15. Children and older pupils show generally good behaviour and attitudes to learning, notably, the youngest foundation children. However, a significant minority of older pupils of all abilities, do not always behave well and are less inclined to concentrate on lessons, despite the good teaching that they receive. Relationships, particularly between adults and pupils, are good. The majority of pupils have a satisfactory awareness of how their actions affect others in the school community. Attendance and punctuality are unsatisfactory, being below that achieved by the majority of primary schools in the country. Parents are not fulfilling their responsibility to ensure that their children arrive on time and attend regularly.

16. The youngest children are settled happily into school routines. They enjoy the very many appropriate play and learning activities. They eagerly explore new learning experiences, such as planting spring bulbs. They enjoy looking at books and participate well, for example, in singing counting rhymes. They are learning to listen to their teachers and follow instructions carefully, remembering to put hands up to answer, rather than call out. When they do forget, or behave inappropriately, children are firmly, but gently, reminded about how they are expected to behave. There is a positive level of mutual respect. Children share toys and equipment easily. They play very sensibly when in the small outside area, being careful not to 'crash' into children or equipment, when riding tricycles or scooters. They are aware of those around them. All children receive a good introduction to school life.
17. Older pupils have generally good attitudes to learning and want to do their best. They are confident and enjoy participating in question sessions and being involved in whole class discussion with their teachers. However, when changing to a different activity within the class, pupils are sometimes noisy, taking a considerable time to reorganise themselves and their learning materials and settle down to work. In some lessons, a significant minority of pupils have difficulty in listening, following instructions and concentrating for any length of time. There are a few pupils who have ongoing challenging behaviour. Teachers generally have high expectations of pupil behaviour and attitudes. A sense of corporate responsibility is encouraged.
18. The oldest pupils work well together when using the computer to record data, or when learning about probability in mathematics. They are encouraged to work independently and think for themselves. There are opportunities for pupils to conduct research, for instance, in history topics.
19. Behaviour is generally good. Pupils move around the school sensibly and behave well in whole school situations, such as assembly. There is appropriate respect for property, pupils are very proud of their new classrooms. The school council has provided pupils with more 'say' in decisions that involve them. Each class decides its own rules and pupils know them. At play, the majority of pupils behave well and mix easily, perhaps playing board games in the quiet playground rather than football in the lower playground. However, a small minority of pupils do not always behave well if they think they are out of adult view. Pupils rushing up the steep stairs from the lower playground are told to return and walk sensibly. Support staff also use very good behaviour management skills, so that when incidents involving thoughtless action or unkind words are reported to them, they are immediately dealt with and effectively resolved. There have been two fixed term exclusions over the last year, a significant improvement since the last inspection.
20. Relationships are good. There are positive relationships between adults and pupils. A particular strength is the quality of teamwork between staff, providing clear role models that pupils can aspire to, when developing their own friendships. Pupils are able to gain understanding and appreciation of others' views and beliefs that are different to their own, from the good example set by the adults around them.
21. There are many opportunities for pupils to develop initiative and responsibility. Older pupils help younger children read each week. They help to set up outdoor play equipment in the Foundation class in good weather. 'Special duties' have been introduced early in the morning, encouraging those who have attendance difficulties to be on time. Year 6 pupils have decided to join the Crystal Palace campaign and have written to the Prime Minister, expressing their views.
22. Attendance and punctuality are unsatisfactory. The school has successfully reduced unauthorised absence since the last inspection, but the amount of authorised absence has increased significantly. It is high, even allowing for the few pupils kept on roll at the local authority's request. Some families routinely take holidays during the school term. This combined with absence for valid reasons makes daily and weekly attendance sometimes poor, well below 85%. This not only has a negative impact on pupils' learning, but also hinders teaching as work has to be repeated for absentees. Unsatisfactory punctuality seriously hinders some pupils' progress. This means that they regularly miss vital parts of the literacy

and numeracy hours. Too many parents are not focussed on the importance of sustained attendance and punctuality to enable their children to make the most of the education they receive. The school is working very hard to improve attendance.

23. The quality of pupils' attitudes and behaviour has been maintained since the last inspection, but attendance is still unsatisfactory

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching is good, overall, as 63 per cent of teaching is judged to be good or better. Teaching is good in the nursery and in Key Stage 2. As a result pupils make good progress during their time at the school. The quality of teaching in this inspection cannot be compared to that of the previous inspection as the percentage of teaching is not available in the previous inspection report. However, good monitoring of teaching and learning throughout the school means that teaching is good or better in the majority of the lessons observed. Ninety per cent of lessons are satisfactory or better of which 41 per cent are good, 20 per cent are very good and two per cent excellent. However, 10 per cent of teaching are unsatisfactory, mainly due to the weak teaching in music.
25. Teachers plan their lessons carefully for pupils with varying abilities and ages. Plenary sessions are used efficiently to consolidate pupils' learning. In a Year 5 numeracy lesson, for example, the teacher uses the plenary session very effectively to consolidate pupils' understanding of the link between decimals, fractions and percentages. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. In many lessons, teachers maintain a brisk pace so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress.
26. Teachers are particularly skilled at managing pupils. In most lessons very good class management make a positive contribution to children's attainment and progress.
27. Teachers treat all pupils with respect and as individuals but at the same time expect high standards of behaviour. Praise is used very effectively to make pupils feel confident about their ability to learn, and to reinforce good behaviour.
28. Relationships between teachers and pupils are good. Pupils respond positively by valuing their teachers and what they have to teach. Good examples were seen in the nursery where very good relationships between the adults and the children provide a safe and rich learning environment for the newly arrived children.
29. Teachers are knowledgeable about most of the subjects they teach and present and discuss subject material in a way that helps pupils to understand. This has a positive impact on pupils' learning. They assess the children very effectively to ensure that they build on their previous learning and make consistent progress, especially in English, mathematics and science.
30. Staff make good use of the resources to support pupils' learning. Support staff are well trained to support pupils in all curriculum areas. They plan with the teachers and make a good contribution to pupils' learning. Literacy and numeracy lessons are taught effectively. This has a very positive impact on standards which are rising in both key stages.
31. These features ensure that pupils with special educational needs and pupils who speak English as an additional language are able to make good progress. Teachers are well aware of the requirements of those with special educational needs. Teachers work well in collaboration with classroom assistants and support staff and monitor progress towards their targets.
32. In the unsatisfactory lessons, lack of subject knowledge, especially lack of expertise in music, leads to unsatisfactory planning. In these lessons teachers do not identify the learning needs of pupils and do not assess pupils' progress effectively. In these lessons behaviour management is also weak. As a result of these, very little learning takes place.

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

33. The quality and range of learning opportunities are satisfactory overall and an appropriate statutory curriculum is in place covering all the subjects of the National Curriculum and religious education.
34. The curriculum is broad but not fully balanced. The increased amount of time spent on English because of the national initiative in literacy has reduced the amount of time given to other subjects, including time for art, design and technology, geography, history and music. Standards and coverage in the non-core subjects have been affected by the shortage of time; the school is now seeking to address this issue. Subjects have clear policies and all schemes of work are already in place. These are being implemented in relation to the introduction of Curriculum 2000. The length of the school day is appropriate.
35. The priority given to the National Literacy Strategy is raising standards in English and the school has made a good start in implementing the National Numeracy Strategy to promote progress in mathematics.
36. There is equality of access and opportunities for all pupils and good provision is made for pupils with special needs. They are well supported in classrooms by teachers and classroom assistants; they receive good support when they are withdrawn from lessons to receive additional help or when they receive external support.
37. Pupils' personal development is well addressed through a programme that includes social and health education, drug awareness and sex education, to prepare pupils to play an active role as citizens, develop their confidence, a healthy safe lifestyle and good relationships.
38. In most lessons teachers organise tasks to match different levels of ability; this is one of the strengths in the teaching of the curriculum that supports pupils' good achievement.
39. The provision for pupils with special educational needs is good. There is a very clear policy document, and the recommendations of the Code of Practice are thoroughly met. The co-ordinator ensures that individual education plans are specific and regularly reviewed. Both parents and pupils are involved in the production of each plan, alongside teachers and, sometimes, other agencies, and the result is a very good document which identifies needs, sets targets, measures outcomes and promotes progress. Classroom and support assistants participate fully in both teaching and in monitoring progress. The school has enhanced its provision by drawing upon additional specialist teacher time from the local educational authority's central pool.
40. Provision for extra-curricular activities is satisfactory. There is a range of activities, such as recorders, football, French and woodcraft. Several teachers are already involved in these. The number of musical activities is limited; there are no opportunities for pupils to receive instrumental tuition from visiting specialist teachers. Relationships with other schools are good and links with these enhance the curriculum.
41. Provision to promote pupils' spiritual education is satisfactory. Religious education makes a valuable and sensitive contribution in developing an understanding of the beliefs of others. Pupils explore their thoughts and feelings in assembly in prayer and reflection; in lessons for example in circle time or in responding creatively when painting or listening to music.
42. Moral development is good. The behaviour policy promotes a clear framework for a whole school approach and pupils are often involved in formulating rules. Expectations of good behaviour are high. Members of staff provide good role models and the secure relationships within the school provide a firm basis for the development of moral understanding. Pupils are taught right from wrong all through the school. Discussions in personal and social education, religious education and history enhance moral development.

43. Social development is well promoted. Pupils willingly accept responsibility, for example when distributing materials, being monitors, escorting visitors around the school, preparing the hall for assembly, making contributions to the school newsletter or helping younger pupils with their reading. There is a school council attended by pupils from Years 2 to 6. Pupils study their own locality in geography. Ideas such as democracy are introduced in history. There is appropriate contribution from visitors such as the local clergy, the school nurse, doctors and the police. The school successfully promotes an atmosphere where pupils are able to discuss questions and concerns. Funds are raised for local charities, such as 'Nightwatch'.
44. Provision for cultural education is good. There is a range of visits that enhances pupils' awareness of their own culture, such as visits to the Victoria and Albert museum, Royal Festival Hall and the Dome. Year 6 pupils had the opportunity to learn about the opera Verdi's 'Il Travatore', in collaboration with a local school. The book stock in the library and in English reflects our multi-cultural society. In science, there is good cultural coverage, for example, of scientists such as the African American scientist Garrett Morgan, who invented traffic lights and African music and musical instruments from other cultures. However, there is inadequate coverage of the wider world in geography. Cultural experiences have helped pupils develop their knowledge about the diversity of the world in which we live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The quality of attention and welfare provided by all staff is very good, ensuring a positive learning environment for all. Procedures for assessment and the monitoring of academic progress are good. Procedures for promoting behaviour are very good. Procedures for supporting pupils' personal development and for monitoring attendance are satisfactory.
46. Since the last inspection the school has continued to improve its procedures for assessment and academic monitoring, so that the issues noted in the last report have been largely resolved.
47. Schemes of work to ensure that required areas of learning are covered are now in place and linked to QCA guidance. Baseline assessment is undertaken for children in the Foundation class and the results shared with parents. The information gained is used to plan for pupils' needs within the half termly topics. Weekly and daily plans provide greater detail of individual needs and the support required for basic skills. Staff use an ongoing notebook to record children's achievement and progress. This is used to build a full profile of the child and passed on to the next teacher.
48. Assessment continues as pupils move up the school. Some analysis is already undertaken from SATs and QCA test data, of gender, ethnicity and free school meals. This is used to identify areas requiring development, such as boys' handwriting. Analysis of the performance of pupils with English as an additional language and summer born children is at an early stage. The school has tracked a small sample of pupils who have attended from the nursery to year six to show the level of attainment over time. The findings of analysis are used to set targets for groups and to provide support for individuals to enable progress in learning. Target setting is given a high priority and staff found recent training very helpful. Pupils are made fully aware of their learning targets and these are recorded in, for instance, their literacy workbooks. Target setting is used to identify pupils who will benefit from additional literacy support in years three and four. The system for keeping significant samples of pupil work is now clearer and focussed on literacy and numeracy. Samples are suitably moderated and annotated.
49. Teachers' planning is closely monitored by the senior management team to ensure that work matches pupils' individual needs and provides appropriate levels of challenge. This has been successfully achieved. Subject co-ordinators also monitor subjects against their subject action plans at ½ term or termly intervals to ensure that current priorities are being met. Planning is linked to whole school curriculum requirements, for example, staff are now working on ways to ensure that information and communication technology (ICT) is provided in all subjects. A strength of planning is the close liaison between the special needs co-ordinator (SENCO), class teachers and support staff who plan and consult together so that all are aware of each pupils' needs and can identify how best to support pupils of all abilities.

50. Because there is such clarity in identifying and planning work for target groups or individuals the progress made by pupils with special needs and English as an additional language is good. They do the same work as the class but work is adapted to meet their needs. The support that they receive is of good quality, being focussed and relevant, for example, the use of simplified worksheets for fractions and additional attention to key vocabulary for pupils learning English. The needs of higher attaining pupils are met with extension work.
51. There is some good practice in providing pupils with feedback on work, for instance, discussing printouts of computer work with pupils. This good practice is not fully established in all classes or subjects. Marking remains inconsistent as at the last inspection. There is some good evaluative comment in subjects such as science and history. In some subjects the quality of marking is insufficient for pupils to improve the quality of their work. Marking is due to be reviewed soon.
52. The monitoring and promotion of behaviour are very good. There is a detailed good quality behaviour policy that includes clear guidance about bullying. Procedures and strategies are used consistently by almost all staff and are highly effective. The school's expectations are reinforced for the significant minority of pupils in the school who do not always behave well. The much smaller number of pupils who have ongoing challenging behaviour are well supported by the school's systems. Records are kept of pupils having problems and of the most serious incidents. The headteacher monitors progress, involving parents to help improve behaviour. Exclusions have fallen since the last inspection, largely due to the use of pre-exclusion tactics, such as 'cooling off' or suspension, with parental support to try and prevent formal exclusion. Pupils feel that they are able to approach adults in the school easily, if other pupils have been unkind, and they know that their concerns will be resolved. Public acknowledgement of positive behaviour and attitudes are made in assembly with the 'special person of the week' and in the 'special mention' book.
53. Attendance monitoring is satisfactory. There is clear awareness of the unsatisfactory attendance and punctuality. There has been successful reduction of unauthorised absence. Registers clearly identify types of absence, but not all late pupils are recorded. Authorised absence is far too high. The referral procedures used by the local authority are not helping the school to improve attendance. The school sends letters to parents if children are absent or consistently late. They receive a leaflet about attendance. Certificates for good termly attendance are awarded. A governors' working party is trying to find solutions, with emphasis on pupils to attend regularly and get to school on time. Governors receive detailed analysis of termly class attendance. These strategies have had little impact because parents are not supporting the school sufficiently. Parents take far too many holidays in term time, some condoned pupil absence is unnecessary and they are doing little to ensure that their children are on time.
54. The monitoring of pupils' personal development is satisfactory. The staff use informal opportunities well to remind pupils of manners and social relationships, including the need to respect others' views. Discussion groups in 'circle time' take place in classes across the school. A small number of pupils do not appreciate the importance of listening and interrupt the discussion for the majority. The school has recently reviewed its formal programme of personal, social and health education to meet the new requirements, such as citizenship.
55. Arrangements for child protection are very good. The designated person is trained and the whole staff, including midday supervisors have received training. Notes are kept of any initial concerns and the school continues to monitor pupils who have been removed from the child protection register. Records are separately and securely kept with confidentiality maintained. The designated person works hard to ensure that information and records of pupils who move between boroughs, are received. There is good, positive contact and relationships with outside agencies such as social services.
56. Daily procedures are very good. There are qualified first aiders; accident books are properly maintained. There is a small medical room. Lunch is efficiently organised with nourishing food and 'seconds' available. Break and lunchtime supervision is very good, staff are alert and

vigilant. They deal with any problems very effectively, using the school's behaviour policy and keeping records of any incidents.

57. Health and safety are given a high priority. The policy is due for review to reflect the school's current practices. The headteacher regularly undertakes checks on any actual or potential hazards. Fire drills are reported to governors. There is a health and safety governor. Some records have been lost in recent floods, others are not reviewed, for instance, portable electrical equipment records need updating. A few issues were noted during inspection; the condition of the hall floor; the slippy and bubbly lino in the parents' room; the lack of any soft landing surface around the large play tree trunk in the lower playground.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school has worked hard to maintain and develop the close and positive partnership it enjoys with parents, encouraging them to become involved in school life at all levels. It does this through the very good link with the home/school co-ordinator who devises and organises many events such as parent workshops, support groups and she also liaises with the parent teacher association.
59. Parents are very positive about the welcome they receive from the school and many become involved, perhaps hearing readers, showing pupils how to play the double bass or playing games with the youngest children. There is very good use of parent skills; short parenting courses were held and another course is due to be run by a nurse. A computer programmer is running the computer club. Many more parents help out on school trips.
60. The parents' association is well established and supported by staff and parents. Events such as the school fun day, and the summer fair are the main fundraisers, but other events such as jumble and cake sales also take place. Money is used to buy a computer and printers, playground equipment and dictionaries for year six leavers.
61. Parents receive much useful information from the school including regular newsletters and booklets on many topics such as homework, attendance and how to help with reading and numeracy skills. They also receive targets set for the pupils on a termly basis. The school has a room where parents meet; they also have access to a notice board that not only keeps them informed of school and community events but is used to advertise, for example, items that parents want to buy or sell. Parents are invited to regular meetings to discuss pupils' progress and they receive a full report at the end of the year. Reports state what has been taught and what pupils can and sometimes cannot do. The school sets individual targets for pupils. However, the setting of targets is not recorded in the annual reports. Sometimes comments made are too generalised to be useful. Parents of pupils with special educational needs receive detailed individual education plans and are fully consulted and involved in setting targets for their children. There is good attendance at annual reviews and at progress evenings.
62. Workshops in numeracy and literacy are held to help parents to understand how they can best help their children. The quality of homework is satisfactory. Younger children take reading books home and keep reading records. Older pupils receive homework that is largely focussed on numeracy and literacy and related aspects such as spelling. Homework is provided on occasion in other subjects but is more variable. There is for example, normally no science work for older pupils, but they do have opportunity to develop their research skills in for example, history topics.
63. Overall parents are pleased with the work of the school and the standards achieved. Parental partnership continues to flourish.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The school is led and managed very efficiently. The headteacher provides very good leadership and gives a very clear educational direction. She is proactive and has systematically introduced and implemented several new initiatives in order to establish an educational provision which is of good quality and ensures equal opportunity for all. The headteacher is supported very well by the governors and her staff. An effective senior management team with clearly defined roles and responsibilities has been established and good teamwork has been promoted. All staff with management responsibilities have clear understanding of their roles and lead their areas of the curriculum effectively. Good planning and assessment procedures have been devised and are being implemented successfully. Standards achieved in national and internal tests are analysed consistently in terms of gender and ethnicity and used effectively to raise standards. As a result the quality of teaching is good in most subjects and standards are improving. Teaching is monitored well by the headteacher and the subject co-ordinators.
65. The governing body has a clear structure with appropriate terms of reference. Regular meetings of the governing body and its committees have clear agendas and are well minuted. Governors are very supportive of the headteacher who reports to them monthly, keeping them well informed about the work of the school. They visit the school regularly and have a clear strategic overview of the performance of the school.
66. The school has a very positive ethos which is well reflected in the harmony within the school across lines of gender, race and disability. The aims and values of the school are reflected well in its practice. It is clearly committed to high achievement and actively promotes equal opportunity in all areas of school life. The school development plan is an effective document for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in the school in order to take it forward.
67. Provision for pupils with special educational needs (SEN) is good. It is managed efficiently by the SEN co-ordinator. She provides effective support and works closely with the class teachers in planning, assessing and monitoring pupils' achievements. Effective links are maintained with outside agencies and regular contact is maintained with parents.
68. Provision for the pupils who speak English as an additional language (EAL) is good. The EAL co-ordinator has secure knowledge of language development strategies and ensures that pupils are effectively supported within the mainstream provision alongside their peers.
69. The school's policy for equality of opportunity is clear and comprehensive; its values and principles underpin its practice.
70. The number, qualifications and experience of teachers and classroom support staff match the demands of the curriculum. All teaching and support staff are conscientious and work very effectively as a team, contributing to the good quality of education provided. The classroom support staff are well qualified and experienced and make a very significant contribution to progress made by pupils, especially the pupils with special educational needs. Arrangements for the professional development of all staff are very good and always linked effectively to whole school needs identified in the school development plan. The school is well into the process of developing performance management.
71. The induction programme is very good and consistently applied. Newly qualified teachers and new members of staff receive very good support. In addition to the local authority training, newly qualified teachers are well supported by the headteacher and their mentors. Teachers and classroom assistants have undergone training in literacy and numeracy. Arrangements for a systematic programme of training in information technology for all staff is due to take place soon.
72. The quality of accommodation is now greatly improved since the last inspection and is very good following the extensive building work and refurbishment to convert the former open plan space into classrooms. Staff and pupils feel that the change is very positive. The classrooms

are of a good size with space for pupils to move around. A small library has been established from a former pond area but it is not yet functional. Storage is rather limited and resources are being re organised so that the best possible use is made of space. Parts of the school such as the hall have not been improved and contrast sharply with the new areas. The lower playground is a good size having good quality play equipment, but has no disabled access because there are steep stairs.

73. Overall, resources are satisfactory, apart from geography, unsatisfactory because of the lack of teaching materials, and the lack of keyboards and underuse of instruments in music. English and science resources are good, for example, the big books in English and science videos and microscopes. Resources are in the process of being re-organised following building work. Resources for the Foundation classes are good and the children have a small but well used separate play area.
74. The school has a thorough approach to financial planning. The governors have a strategic overview of budget management. The chair of the finance committee, manages financial planning efficiently, in collaboration with the headteacher. School administration is efficient. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school development plan. Grants for pupils with special educational needs are used appropriately and effectively monitored. The deployment of the Ethnic Minority and Travellers Achievement Grant (EMTAG) is appropriately targeted to support pupils. The governors apply the principles of best value in all spending decisions and monitor its impact on financial planning closely.
75. The deployment of teaching and support staff is effective and ensure efficient management of the school. Resources are used effectively to enhance pupils' knowledge and understanding in most areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. Taking all these factors into account, it is judged that the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to raise standards further, the governors, headteacher and staff should now:
- improve pupils' attainment in mathematics in Key Stage 1 and in music and geography in both key stages by;
 - implementing the school's existing effective planning and assessment procedures consistently across the key stages,
 - developing teacher expertise in music and geography.
 - improve attendance by applying the existing procedures more rigorously.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
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
2	20	41	27	9	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)	40	188
Number of full-time pupils eligible for free school meals	0	75

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	35

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
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
	1999	11	19	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	5	6
	Girls	18	18	17
	Total	24	23	23
Percentage of pupils at NC level 2 or above	School	80	77	77
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	6	6
	Girls	16	16	16
	Total	19	22	22
Percentage of pupils at NC level 2 or above	School	63	73	73
	National	82	86	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
	1999	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	9
	Girls	8	8	9
	Total	16	14	18
Percentage of pupils at NC level 4 or above	School	62	54	69
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	9
	Girls	8	8	9
	Total	14	14	18
Percentage of pupils at NC level 4 or above	School	54	54	69
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	37
Black – African heritage	17
Black – other	20
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	79
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	8.0
Number of pupils per qualified teacher	25.4
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	137

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25.0

Total number of education support staff	1.0
Total aggregate hours worked per week	33

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	597583
Total expenditure	604227
Expenditure per pupil	2674
Balance brought forward from previous year	18852
Balance carried forward to next year	12208

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	50	0	0	12
My child is making good progress in school.	38	38	12	0	12
Behaviour in the school is good.	62	25	0	0	12
My child gets the right amount of work to do at home.	25	38	12	0	25
The teaching is good.	38	50	0	0	12
I am kept well informed about how my child is getting on.	62	38	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	62	25	12	0	0
The school works closely with parents.	25	62	0	0	12
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	75	25	0	0	0
The school provides an interesting range of activities outside lessons.	12	52	0	0	25

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

77. Paxton Primary School admits children from the age of three to its nursery class. They move on to the reception class at the age of four. Admissions are in September and January, and there are currently 22 part-time and 28 full-time children in the nursery, and 14 full-time children in the reception class.
78. At the time of admission, children's abilities are assessed as being below expectations. They make good progress in all areas of Early Learning goals, particularly in personal and social development.
79. In language and literacy, children copy and trace their teachers' writing by the time they are five, and most can write their own names. In both nursery and reception classes they listen to stories well, and show an understanding of their content. They understand how speech can change according to situation: in role play seen during the inspection, the "teacher" addressing the "class" was speaking very differently from normal. The majority from the earliest stages understand how to handle books the right way round, and by the time they are five can sequence a known story in pictures, and recognise most of their letters, which they are beginning to reproduce in recognisable form.
80. They meet expected levels in mathematics. They recognise and reconcile symbols with numbers to 20 significantly, and a few can go as far as 30. Most can add on one, and the more able two or three. The very youngest count confidently to ten, though the symbols are not so well remembered. They understand the concepts of "more than" and "less than", and can sort objects by comparative size and length. They show understanding of subtraction in the nursery when they sing There were ten in the bed, and the middle one said ..., and three pupils were seen using the abacus to match numbers.
81. By the end of their time in the Foundation Stage children's attainment is in line with expected outcomes in knowledge and understanding of the world. During the inspection children in the nursery were observed planting bulbs, and they explained very confidently what would happen in the Summer, showing the inspector what the daffodils and snowdrops would look like. One child, asked what a particular plant was, said "I don't know, but the leaves look like lily pads". (It was a nasturtium). In preparing a "meal" for an inspector with plastic model fruit, another child distinguished between corn on the cob and sweetcorn by showing an example of a cob, and saying "This is the one you eat with your fingers". Pupils couple toy trains, and join lines together, arranging them carefully around the room. They talk about their homes and their pets, and sometimes compare descriptions of where their families come from. They show an interest in pets and other animals, reporting in pictures on a farm visit, with recognisable drawings. They play with water, dough and paint, and begin to show understanding of the effects of colour mixing. They understand how jigsaws work, and can join pieces in simple pictures or patterns.
82. Children meet the expected levels in creative and aesthetic development. Their pictures - usually of people - show forethought, having the right number of limbs and other features. They are usually well placed on the paper. They talk about their favourite colours, and one child in the nursery, giving hers as pink, remarked that it looked better next to blue than next to green. They sing well together, and are learning to achieve pitch. They have a good reserve of remembered songs which they enjoy singing, and most of them can tap out the rhythm of their names on a tambourine. They sing a repetitive song with increasing confidence, improving every time.
83. Physical development is in line with that expected from children under five. They develop their manipulative skills in practising the correct grip for writing and drawing, and improve their hand/eye co-ordination when using pencils, paintbrushes or scissors. They work carefully in making patterns in paint on a flat surface, or in handling different colours side by side in a picture on an easel. They climb and balance on the outdoor equipment with increasing

confidence. They have good skills on the wheeled vehicles, and show good awareness of their own spaces and those of others: collisions are usually well avoided. They move confidently in the reception classroom and the nursery, and are usually careful not to invade someone else's space. They walk, run, stop, and walk briskly, reacting promptly to teachers' instructions.

84. The personal and social development of children under five exceeds the level of the desirable learning outcomes. From the beginning, they settle into school very quickly, learning orderly routines like waiting in line, forming a circle, or putting up their hands to answer or to ask a question. They learn to take turns and to share resources - though there is an occasional tiff in the family corner. A significant feature of both the nursery and reception rooms is the sense of purposeful activity and good order which prevails, and this is clear evidence of good personal and social development. Children respond well to the instructions of adults. They show good awareness of the effect of their actions upon others, and apologise readily and (usually) sincerely if they have offended. They speak to adults - even strangers - with confidence, explaining the routines in their classrooms, or discussing their work. They concentrate for good periods of time in either free or directed activity; they are well trained and very responsive, anxious to show off what they can do. Usually, they collaborate well, in laying out a train track, or making a car out of milk crates and old tyres. They clear up well after activities.
85. The quality of teaching in the Foundation Stage is good overall, and it is often (over 25%) very good. There is no unsatisfactory teaching. Teaching is very well supported by the very able nursery nurse and educational support staff. The above average level of personal and social development of the children is a clear and demonstrable result of the purposeful, well ordered routines and activities which are established in the nursery, providing children with a firm and reliable basis upon which they may approach their futures confidently. The very good planning ensures that every child participates in a variety of activities well supervised by an adult. In the nursery, there is an appropriate balance of free and directed activities, and good opportunities for outdoor play are provided. In the reception class there is good, structured preparation for the transition as pupils move into Key Stage 1. Assessment is continuous, and teachers and other adults maintain notebooks in which records of problems and progress are made. Children's special educational needs are recognised early, and programmes and strategies for their support are put in place promptly, monitored continuously and reviewed regularly. A great deal of trouble has been taken to make the nursery an attractive and stimulating environment, and very good use is made of the very good teaching spaces for each class, although the reception classroom is, quite appropriately, more formally arranged. Displays created both by teachers and children are well developed as learning resources, being celebration, stimulation and instruction all at once, ensuring good progress.
86. The curriculum for the Foundation Stage is very well planned by the teachers and other staff. The nursery teacher is an experienced, committed and highly skilled teacher who leads through very good organisation, through her own enthusiasm, and by providing a very good example. She also has responsibility for home/school links, and is therefore very well placed to provide excellent entry procedures to the school. Accommodation and resources both inside and outside the nursery are very good, and good in the reception class.

ENGLISH

87. The last inspection found that attainment in Key Stage 2 was at the level of national expectations, with a significant degree of underachievement in Key Stage 1. The quality of learning was sound in only half the lessons in Key Stage 1, but it was consistently sound throughout Key Stage 2.
88. In the 1999 National Curriculum tests, pupils' achievements at the end of Key Stage 1 were below the national average in reading, and average in writing. In both reading and writing the percentage gaining the higher Level 3 was close to the national average. The picture for 2000 is broadly similar. However, when the school's results are compared with those from schools with similar entitlement to free school meals, they are above average for reading and broadly in line for writing. There is, apart from a dip in 1998, a generally rising profile in these results since 1996.

89. In the English tests at the end of Key Stage 2 in 1999, the percentage of pupils reaching the national average and that of those achieving the higher Level 5 were both below the national average. When compared with results from similar schools, they are both above average. The results for 2000 show a marked improvement, and are in line with the national picture, and well above the average in similar schools. Apart from a dip in 1998 to that in Key Stage 1, a rising profile has been maintained since 1996.
90. In speaking and listening, pupils' skills are well developed, and much of this success is attributable to the confidence which the school confers upon its pupils from the earliest stages of their learning. In Key Stage 1, the conventions of putting up hands before answering or asking are well established. Even when enthusiastic and excited, pupils usually listen to their teachers and their peers respectfully and attentively, remaining quiet while others are speaking. They are thoughtful in preparing what they have to say, and they show very good confidence and a willingness to venture their own opinions. This is reinforced by teachers' use of collaborative and encouraging style. Progress is promoted because pupils feel able to "have a go" without risk. Standards are therefore good, and often very good. The same is true of Key Stage 2. Pupils talk about their work and interests with care and confidence in both formal and informal situations. Almost all those interviewed about their reading offered considered, thoughtful views. The school's practice of naming a "special person" in each class (everyone can have a turn) promotes speaking and listening well, as pupils make oral presentations to their peers about things that are important to them, and answer questions.
91. In reading, pupils make good progress in both key stages, so that attainment is in line with national averages. This good progress is from a low base on entry. The significant influences upon the quality of learning are the school's home/school reading programme (shared by parents, teachers and learning assistants), the detail in which progress is monitored, and the way in which the school ensures that no pupil is ever without a book which is frequently changed. In Key Stage 1, higher attaining pupils read fluently and accurately. Other pupils have developed sound strategies for decoding words they do not know, and all value books and understand how they work: they know about title, author, contents and index (although some do not yet have the skills to use one). The texts they read are progressively more difficult, stimulating progress and prompting one Year 2 boy to say, "I'm very enthusiastic about books; I like the difficult ones". In Key Stage 2, a pupil of above average ability in Year 3 was heard to say, "I like long books because they are more exciting". He went on to describe how there was more space for a good story, for suspense, and for a good build-up to the ending. Pupils of average attainment become progressively more fluent as they move through the key stage, and those who have more difficulty develop sound decoding skills. Many pupils read with expression, and show a good understanding of authors' intentions.
92. The third element of English is writing. Pupils' performance in this is slightly less strong than in the other elements, but it remains in line with the national average in both key stages. From a low level of attainment on entry into the school, the quality of their learning ensures good progress and reasonable fluency by the end of Key Stage 2. They have frequent writing practice and their standards improve appropriately with their ages. They are, however, very late in joining up their handwriting, and comparatively few pupils have really well formed, positioned and joined writing even in Year 6. This is partly because there is a delay in insistence upon joined-up writing, and partly because almost all writing - including that of older pupils - is in pencil. Nevertheless, by the end of Key Stage 1, pupils of higher prior attainment can produce well sequenced stories which are usually divided into sentences and marked with stops and capital letters. Pupils of average ability sometimes mark their sentences, and spelling is understandable, if not accurate (smock/smoke, wair/where, sore/soar). There is some attempt at using more adventurous words (speshle). Those who attain at a lower level produce writing which is poorly shaped, sized and positioned. The conventions of capital letter use are not observed, and only very simple words are correctly spelt. After the good progress made throughout Key Stage 2, pupils in Year 6 often produce quite copious narratives. Above average attainers employ a good variety of sentence lengths and structures. Spelling and punctuation are usually accurate, and word choice is often adventurous and usually correct. Average attainers can write just as much but with reduced accuracy. Pupils of lower prior attainment still make good attempts to find the right word. Spelling is not good - but this is

partly because they try hard to make their writing interesting, whether or not they can spell the words they want to use.

93. Some aspects of the good quality of pupils' learning have been mentioned. The strongest influence is the pupils' own confidence and motivation, together with the good teaching. As a result, pupils have positive attitudes to their learning: they enjoy English, and they respond very readily to the demands teachers make of them. Behaviour is almost always good. A love of literature and a sense of the value of books permeates the school: this is demonstrated by the displays around the building, and the way in which stories and poems are greeted by pupils. This was noticed particularly at the end of a lesson when the teacher quite informally shared her enjoyment of a number of Caribbean poems with her class, whose enthusiasm was indicated by spontaneous applause and demands for repeats. Pupils with special educational needs and those with English as an additional language make equally good progress as other pupils. They are well supported: their needs are defined in detail and their responses to teaching are well monitored.
94. Teaching is good. Apart from one unsatisfactory lesson, it is all at least satisfactory: most is good, and one excellent lesson was seen. The National Literacy Strategy is firmly embedded in the curriculum, and teachers are using it constructively to meet the needs of their classes. Teachers' subject knowledge is mostly good, and they plan carefully, with the result that their lessons are well structured and purposeful. Lesson objectives are clear, and are often shared with pupils. Often, evaluations at the ends of lessons analyse the extent to which the objectives have been met. The work set usually provides appropriate challenges for all levels of prior attainment, and there are some opportunities for the more able to extend their achievement, together with the necessary encouragement. (This meets a criticism made in the last report). Pupils are well managed: the excellent lesson was so well organised and paced that pupils had neither time for nor interest in misbehaviour. The opposite is true of the unsatisfactory lesson: the direction and sense of purpose were unclear, and pupils succeeded in diverting attention to their own misbehaviour, with the result that much time was wasted. Nevertheless, for the great majority of lessons, rules are clear, well understood and consistently applied. Teachers know their pupils well, and track their progress effectively. Homework is well used to promote reading and to extend the work done in day-time lessons. Marking is regular and thorough. A very good feature of teaching is that pupils are provided with detailed targets; their progress towards them is frequently reviewed and new targets are set.
95. English is very well led by an enthusiastic, well qualified and skilled co-ordinator, who sets a very good example. She has overseen the effective introduction of the National Literacy Strategy. She has a clear view of the priorities for the subject, and is seeking further improvements in writing, especially by boys. She also acknowledges the need for further attention to be paid to the assessment of progress in speaking and listening, and to improvements in handwriting. Procedures for assessment in reading and in writing are very good, and are well applied to inform teaching and to encourage progress.
96. Resources for English are good: each classroom is well equipped with an overhead projector and a well stocked book corner. The school library is a very pleasant central space, the result of recent internal remodelling and extension of the school building. It is at the moment out of use as a library, as the book stock has to be reorganised following the completion of the room. The stock itself is satisfactory, with a good range of fiction, non-fiction and multi-cultural books. There are, however, few books appropriate to higher attaining pupils: adult dictionaries and atlases, and classic fiction, for example. Accommodation is good, and in the larger rooms, very good, representing a very welcome transformation.
97. Literacy is well supported across the curriculum: teachers promote appropriate technical language in most specialist subjects, although this is not strong in geography and music owing to the inadequate time spent on these subjects. Pupils make frequent presentations of their work to the whole class. There is a well observed marking policy which leads to the correction of errors and provides recommendations for future improvement.
98. English makes a good contribution to pupils' moral and social development through the collaboration necessary in the Literacy Hour, and through the discussions which frequently take

place. It contributes well to their cultural development through the study of literature from around the world, like the Caribbean poetry in Year 6. Its contribution to their spiritual development is also strong, through the special moments of awe, excitement and wonder as they come the high points of a story or poem -or when they recognise their own success with words.

MATHEMATICS

99. Pupils' attainment in the 1999 in Key Stage 2 national tests was well below the national average, but it is average in comparison to similar schools. In Key Stage 1, the attainment in the national tests was well below the national average. It was, however, above average when compared to similar schools. The 2000 national test results show that attainment has risen significantly in Key Stage 2 over the previous two years and it is now in line with the 2000 national average. The current inspection findings confirm this improvement in Key Stage 2 and it is judged that, by the end of Key Stage 2, pupils attain standards that are in line with the national average. This is mainly because of the improved teaching. Attainment, by the end of Key Stage 1, is below the national average.
100. In Year pupils build on the knowledge gained in the reception classes. In Key Stage 2 learning continues to be good. Year 3 pupils learn that subtraction is the inverse of addition as they work on number patterns and improve their recall of the addition and subtraction facts of numbers to 20. In a Year 4 lesson one group of pupils add two 3 digit numbers accurately using partitioning and explain their strategies clearly, whilst others work on the addition of two digit and three digit numbers. One Year 5 set makes very good progress in learning to estimate multiplication by approximation, rounding to the nearest 10. In the lower Year 5 class, due to very good teaching, pupils make good progress in the use of the operations of multiplication and division in solving word problems, supported by use of multiplication grids. Pupils in both Year 5 and Year 6 sets make at least sound progress in lessons, There is a wide range of ability in Year 6. The standards in the lower set indicate pupils gain insufficient knowledge of number bonds and tables. In the lower set pupils improve their understanding of how to reach approximate answers to multiplication sums whilst the more able set enjoy the challenge of solving word problems and use estimation to check their results.
101. Pupils in reception and nursery make and record number stories with confidence. They are able to recognise the names of coins and use these to make imaginary purchases of objects of different values. Pupils in reception, count reliably to 10 as they practise addition and subtraction of two numbers. They learn mathematical vocabulary, such as "plus" and "equals" with increasing confidence. More able pupils accurately add two numbers within the range 1 to 20. Pupils recognise common two and three dimensional shapes and make 'cubes' and 'cuboids'. They are able to describe some of their properties. Able pupils read and write whole numbers to 100 and know by heart multiplication facts for the 2. Pupils are provided with many opportunities to work in pairs or independently. However, because of a lack of confidence in their mathematical understanding, pupils in some classes rely heavily on their teachers to select appropriate strategies to adopt. They are generally well supported by assistants working alongside teachers in every class.
102. At the end of Year 6 pupils develop a good grasp of subject specific vocabulary and are able to explain their mathematical thinking. Most pupils have a good knowledge of the multiplication tables. As a result their mental recall is quick and accurate. In investigating lengths of various classroom objects, they develop skills in measuring straight and curved lines using metric and other traditional units. In a Year 5 lesson, pupils show clear understanding of probability when they discuss about 'likelihood' or 'chance'. Pupils understand the equivalence of fractions and can convert simple fractions into decimals. This was evident in a year 6 lesson where pupils learn to reduce larger fractions to smaller ones by cancelling and begin to recognise the fractions that can not be reduced. They apply their numeracy skills in practical, problem solving situations. However, the opportunity to use their information and communication technology skills to produce graphs and charts is limited.

103. Pupils' attitudes to learning are positive in both key stages and they generally sustain concentration and listen to the teacher well. They can work well together in pairs and small groups.
104. The quality of teaching is good overall, especially in Key Stage 2. No unsatisfactory lesson was seen. This is having a positive impact on standards. Teachers plan their daily lessons well and make pupils aware of what they are expected to do. Most teachers have good subject knowledge. As a result pupils make good progress in learning mathematical concepts. This was seen in a lesson in Key Stage 2, where the teacher used the probability line very effectively to explain the links between decimals, fractions and percentages. Plenary sessions at the end of each lesson are used effectively to consolidate what pupils learn and to present their work to the whole class. This was observed in another Key Stage 2 lesson where pupils further enhance their knowledge of 2D shapes and explain what they learn while presenting their work to the class. The most effective sessions recap and reinforce learning, allow pupils to reflect on what they have learnt, and inform them how the topic will develop. This gives pupils a sense of understanding and purpose in what they are doing. Most teachers make sure that pupils fully understand key learning points before moving them on. Teachers have high expectations of pupils' behaviour and the standards of work they produce. They try to relate mathematics as much as possible to everyday life to make it more relevant to pupils and to develop their mathematical understanding. Pupils whose English is an additional language are making good progress and are frequently amongst the higher attaining groups. Pupils with special educational needs are well supported by trained, experienced assistants and make good progress. In a minority of lessons learning needs of pupils are not always identified appropriately and behaviour management is weak.
105. The co-ordinator has made a very positive start to implementing the National Numeracy Strategy and offers effective leadership for the subject. She has produced a good action plan to raise levels of achievement in both key stages. Assessment procedures are being implemented satisfactorily. The co-ordinator ensures that each class has a good range of learning resources and that these are put to good use in lessons. The results of national tests and other assessment data are analysed carefully, in order to note how pupils from different gender or ethnic groups perform.

SCIENCE

106. It was only possible to inspect a small number of lessons in science at Key Stage 2 but discussions were held with staff and pupils and work examined across the school. Attainment in science in lessons observed and seen in work inspected is broadly in line with the national average at the end of Key Stage 1 by the age of 7. By the time pupils leave the school at the age of 11, at the end of Key Stage 2 standards are also about average. At Key Stage 1, results of the 1999 Standard Attainment Tests (Teacher assessments) were well below the national average but broadly in line with similar schools. Results in 2000 were in line with the average, as is current work seen during the inspection. In Key Stage 1, pupils are able to relate their work to domestic and environmental contexts, for example in Year 2 when pupils understand how materials are changed when they are frozen or heated. Pupils are beginning to understand fair testing and use appropriate terminology. At Key Stage 2, Standard Attainment Test results in from 1996 to 1999 were well below the national average but the 2000 results improved to match the national average and current work confirms this. Two pupils with special educational needs reached Level 5 in the tests, a very creditable achievement. Results in comparison with similar schools are well above average. Pupils in Year 3 show an appropriate knowledge and understanding of the properties of materials for example when planning how to make an umbrella; they use appropriate technical vocabulary and are able to make sensible predictions. Pupils understand the conditions needed for fair testing and further develop their capacity to predict outcomes, carry out investigative work and record their findings, for example, in work on healthy eating in Year 5 and constructing electrical circuits in Year 6. They understand the differences between living and non-living things, know body parts and show a satisfactory general knowledge of science. Pupils make appropriate use of diagrams but make insufficient use of graphs and IT to record their findings. Pupils' oral work is stronger than their written work; they speak confidently when discussing their work.

107. Pupils acquire skills, knowledge and understanding systematically. High attaining pupils are sometimes suitably challenged. Pupils are increasingly aware of scientific issues and use more scientific vocabulary as they progress through the school, for example when pupils discussed making circuits or the functions of parts of the body. Pupils who work more slowly also make good progress supported by teachers and classroom assistants in meeting targets set for them. Pupils' positive attitudes and good behaviour support learning. They enjoy science; they are keen to participate in lessons and answer questions, follow instructions and sustain their concentration in individual or group work. Most work productively, keep on task and work with interest. Pupils behave well and are open and friendly. They treat resources and each other respectfully. Often, they praise each other's efforts and work. Relationship between staff and pupils are very good.
108. All teaching seen during the inspection was in Key Stage 2 and was good; a very good lesson was observed in Year 3. Scrutiny of pupils' work and discussions with staff and pupils also took place. Teachers show good subject knowledge in well-organised lessons that use well-prepared resources so that time is used well. Lessons are well planned. The approach and content usually relate well to pupils' needs and objectives are very clear so pupils know what they have to do. Class management is very good with skilful use of praise and questioning to maintain interest. Assessment is encouraging and marking is always up to date. The pace of lessons is suitably brisk and expectations are high; homework is set occasionally but it is not used systematically to extend learning. The co-ordinator is experienced, committed and enthusiastic and has very clear ideas about the development of the subject. There has been little focus on science because of the introduction of the literacy and numeracy initiatives but schemes and policies are due to be revised this year. The curriculum is appropriate and there are strong links with other subjects, including health. There is very good monitoring and assessment of pupils' work; new assessment schemes will be introduced to match the revised curriculum. Monitoring of teaching is informal as time does not allow for more structured support. The time allocation for science is too low and needs increasing to raise standards further, allow more time for investigative work and increase the use of information technology. Resources are good and well used with careful attention to safety. Although not planned, science makes a valuable contribution to pupils' spiritual, moral, social and cultural education, because of the richness of the experiences given to the pupils. They experience the awe and wonder of science for example when studying life-cycles, are taught to care for the environment, offered good social opportunities, for example in experimental work in groups and cultural opportunities, for example in learning about important black scientists. Work in science is enhanced by visits but this aspect of the subject is insufficiently developed. There has been good improvement in this subject since the last inspection.

ART

109. It was not possible to see any lessons in art but standards of attainment in examples of work seen in portfolios and on display in art are broadly average across Key Stage 1 and 2. Standards are similar to those seen during the last inspection.
110. In Key Stage 1 pupils make sound observational drawings as for example when they were able to include appropriate details in their pictures of toys in Year 1. High attaining pupils are able to make effective use of line, tone, shape and texture. Batik work seen in photographs and printing show satisfactory standards. Watercolour work shows appropriate colour mixing skills. In Year 2, paintings inspired by the Great Fire of London, in the style of Van Gogh, create a sense of drama.
111. Because of the focus on literacy and numeracy, the amount of time given to art has been reduced and this has affected the range of work covered. Until recently, some of the classes were taught in portacabins without sinks, which also limited the range. Little art was available in Years 3 and 4. In sketching work in Year 5 related to the Tudors, standards are below those expected but some ceramic jewellery was of satisfactory standard. Some colourful pictures in the style of Keith Harding were vivid. Standards recover in Year 6, where the teacher is the co-ordinator; standards are satisfactory. Drawings of Roman armour show good attention to detail and there is some good quality marbling; some work is very good, for example a sketch

of a Roman aqueduct. Pupils achieve appropriately within the limited time which needs increasing so that they can experience a broader curriculum.

112. It was not possible to make a judgement about the quality of teaching, except that there is not enough of it.
113. The co-ordinator is keen but much remains to be done to develop the subject. New schemes of work are in preparation. Assessment is informal and needs strengthening. Art promotes pupils' personal development providing opportunities to explore value and interpret and express ideas but the contribution to spiritual, moral, social and cultural development is insufficiently planned. Resources are good but not all year groups make use of sketch books. There are few visits to galleries and museums except to the Dulwich gallery.

DESIGN AND TECHNOLOGY

114. Standards are in line with national expectations by the end of Key Stage 1 and pupils in Key Stage 2 are on course to meet national expectations. Pupils are able to plan their work, select appropriate materials and use simple tools to complete tasks. They are also able to evaluate their work and make sensible suggestions for improvement based on the materials they have used and the quality of the finished products. Pupils with special educational needs in Key Stage 1 are fully involved and make good progress, for example in making and using an attractive glove puppet.
115. The planned curriculum provision covers the requirements of the National Curriculum and there is an up-to-date school policy that guides work in the subject. Teaching is at least sound and Key Stage 1 pupils making puppets respond positively, behave well, work hard and are proud of what they have made. This represents good improvement since the previous inspection that found no policy, the National Curriculum not properly covered, judged achievement at Key Stage 2 to be unsatisfactory and found shortcomings in teaching throughout the school. The co-ordinator is new to the school and has begun to monitor progress in line with school arrangements.

GEOGRAPHY

116. In the last inspection, standards were found to be in line with national expectations in both key stages. Resources were considered insufficient, and there was no subject scheme of work. The situation has deteriorated.
117. The present inspection findings are that the coverage of geography is insufficient in each key stage, and that pupils are therefore not provided with an opportunity to register attainment in this subject. At the time of the inspection, only one class in Key Stage 2 had done any geography in the current school year, and although it was scheduled for Key Stage 1, it had not been started. In a Year 4 class a study of a locality in India had begun, after some other work (appropriate to Key Stage 1 and therefore undemanding) on maps of the journey to school and plans of the classroom. These were not of good quality: they applied neither grids nor scale, and were not well drawn. Pupils had coloured in world maps, and marked oceans and continents. They had listed climatic differences between London and Bangalore. They had coloured in built-up areas on maps of Bombay.
118. There is insufficient coverage and time allocated is inadequate. The co-ordinator, who has been in post for a matter of weeks before the inspection, recognises the need for a review of the teaching of geography. There is no scheme of work, although there is a plan for the teaching of one subject topic every year. The intention is to draw upon recent guidance from the Qualifications and Curriculum Authority in the production of a scheme of work: this needs to be undertaken urgently. There are no formal assessment procedures.
119. Resources are also unsatisfactory: while every classroom has a globe, there are not enough atlases, and there are none which permit any extension work by more able or interested pupils.

120. It is acknowledged that pressure upon other subjects resulting from the recent emphasis upon literacy and numeracy may well be mainly responsible for the unsatisfactory state of affairs in geography.

HISTORY

121. It was only possible to observe a small number of lessons but samples of pupils' work in files and on display from most classes were examined and discussions held with pupils and teachers. At the end of Key Stages 1 and 2, attainment is in line with expectations. Since the last inspection, standards, schemes and resources have improved.
122. Pupils in reception are introduced to history through stories and time ordering; most pupils are beginning to develop an appropriate sense of chronology. Pupils in Key Stage 1 develop further understanding of time comparing life in the past with modern living for example when studying life toys through the ages. At Key Stage 2 pupils are increasingly able to understand the reasons for historical development. Pupils are confident in discussion and oral work is of a higher quality than written work. In Year 3 work on Ancient Greece, pupils show appropriate knowledge about life in Athens and Sparta; they are beginning to understand terms such as democracy. In year 5, pupils show secure research skills in work on the Tudors. Some pupils show good knowledge for example of dates and personalities of the period. Year 6 pupils show appropriate knowledge of the Roman Britain and are able to use a range of resources and interpret primary sources to help them understand life in those times when making posters to advertise Roman baths. They are beginning to understand that historical events can be interpreted in different ways.
123. Pupils achieve well at all levels; they are given work to match their prior attainment which stretches pupils who work faster and is within reach of pupils who need more help. Pupils show increasing historical awareness and are able to collect and record evidence in investigative work and use a more sophisticated vocabulary as they mature. Pupils with special educational needs make good progress in reaching targets set for them, often supported by classroom assistants. History makes a valuable contribution to pupil's spiritual development by letting them empathise with people in the past moral development by understanding the consequences of actions and through discussion of moral issues; to social development by developing political awareness and to cultural education by understanding Britain's rich historical heritage and our links with the world. Pupils are mainly well behaved and show positive attitudes at all levels, especially in Year 6. They enjoy history and are responsive to questioning. Pupils follow instructions carefully and sustain their efforts in individual or group work. They are friendly, open and work with interest treating resources carefully.
124. It was not possible to see any teaching in Key Stage 1 but all teaching seen in Key Stage 2 was good and most was very good. Teachers show good subject knowledge, enjoy history and the well-planned lessons use a wide range of well-prepared resources and imaginative approaches to focus the interest of the pupils. Teachers explain things clearly and lessons have clear objectives and proceed at a good pace to maintain interest. Content and approach are appropriate. Class management is very good, especially with those pupils whose behaviour is challenging. Teachers use praise to encourage pupils and skilful questioning teases answers from shy pupils so that relationships are very good and confidence developed. Homework is set infrequently but when appropriate. Management in history is good; there are appropriate schemes and policies. Schemes are due to be revised. Assessment is good. There has been little INSET because of the focus on literacy and numeracy. Good quality resources assist learning but there is a need for more artefacts. There are good cross-curricular links with many subjects and history introduces aspects of citizenship at most levels. Visits to extend the experience of the pupils include trips to the Florence Nightingale museum at St Thomas' Hospital, the Victoria and Albert Museum and the National Gallery.

INFORMATION TECHNOLOGY

125. Standards for information and communication technology (ICT) are in line with national expectations in both key stages. Pupils are almost all keen to use the computers, behave well and sustain concentration. By the time they are in Year 2, the clear majority of pupils use the mouse with confidence to use icons, menus, highlight text and print; some can edit by use of the arrow and delete keys. They can manipulate text and with help integrate it with pictures. Most pupils in Years 5 and 6 can retrieve data and display it in graphical form and explain the results; they effectively use word processors to write and integrate text and images. Some pupils effectively modify text, use different fonts and layouts to experiment with the presentation of their work and achieve the effect they want. Much pupils' work is linked to literacy and numeracy and so they apply their skills in a meaningful way. Pupils with special educational needs and those for whom English is an additional language are fully included and they make at least satisfactory progress.
126. Despite the limitations of small screens there is some direct teaching of skills in both key stages, but teaching is more usually restricted to ensuring the computer is used to support learning in a particular lesson and that pupils can operate the program in use. Computers in classrooms are not always used as much as possible. Teachers have rotas to ensure equal access to the computers and the folders of pupils' work with record sheets are used assess pupils' progress.
127. There is a school policy and planned coverage of the National Curriculum. The school is well aware of the need to extend and develop its use of ICT, in the range of the curriculum, skills and confidence of staff and pupils, the quality of the accommodation and the equipment and software. ICT is a major priority of the school's development plan until 2003. There is a detailed action plan for ICT that is being implemented. Examples are the building works have resulted in a space for a computer suite, eight new machines will be used in it, the school is connected to the internet, the co-ordinator has attended training and there are dates fixed for staff training. Parents for whom there have been training sessions, have raised funds for a computer for the library. ICT is included teachers' in half termly plans. This is an improvement since the previous inspection that found no policy or scheme of work and standards of attainment in Key Stage 2 to be below those in Key Stage 1.

MUSIC

128. By the end of Key stage 1 and 2 standards in classroom work are below those expected nationally.
129. It was only possible to see a small number of lessons but it was also possible to discuss work with pupils and teachers and hear singing in assembly. In Key Stage 1, pupils experience mainly singing and a little instrumental work, composing and listening. Pupils sing with a sense of enjoyment and they sing satisfactorily in assembly. They play instruments, mainly percussion and tuned percussion satisfactorily but oral skills are poorly developed. In Key Stage 2, the time allocated to music is insufficient and standards fall further behind, as seen where pupils had insufficient time to compose pieces based on animals. Most pupils continue to sing and play percussion in instrumental work, but performing, composing and music reading skills are insufficiently developed by Years 5/6. Singing in class is weak with insufficient attention to breathing, posture, diction or expression. Pupils listen carefully in lessons and assembly and appraise sensibly.
130. In classroom work, teaching is divided between a part-time specialist and class teachers. All teaching seen was unsatisfactory, except for a good lesson in the nursery. Class teachers' expertise varies resulting in classes receiving different experiences and sometimes a lack of continuity, as there is no scheme of work. Class teachers do their best but not all have sufficient practical skills, resulting in unsatisfactory learning experiences and limited progress. There is no instrumental teaching given by visiting teachers; this would support class teaching. Organisation is appropriate but neither planning nor content matches the needs of the pupils to develop musical skills through active musical learning. Discipline and relationships are mainly,

but not always, satisfactory; most pupils are attentive and want to learn but the pace of lessons is too slow and expectations are too low so that pupils achieve little in the very limited time available. Assessment is encouraging and praise is used well, but clear goals are absent and not enough technical help is given by teachers to show the pupils how to sing and play better. Pupils with special needs are well integrated. Not enough use is made of visual aids to explain or inspire. Pupils make insufficient use of their own instruments in class. Homework is not set; this is a lost opportunity to extend and reinforce learning. Music makes some contribution to pupils' spiritual, moral, social and cultural education but it is not yet planned through schemes.

131. The new co-ordinator for music is keen but has not had time to develop schemes and strategies to raise standards. There is a lack of monitoring of teaching of the curriculum. There is no support or adequate assessment of pupils' work or the subject's performance. As yet there is no overview of what pupils are doing in music. There is no specialist area for music. Resources are just adequate but there is a need for computer programmes, keyboards and additional classroom instruments. Since the last inspection standards have declined. This is not surprising in view of the reduced time because of the stress placed on literacy, a view shared by some parents.
132. There is some recorder teaching and a recorder group but there is no choir; this is unusual and a weakness. The school recognises the need to improve music and has the capacity to do so.

PHYSICAL EDUCATION

133. Standards in both key stages are in line with national expectations. Pupils in Key Stage 1 perform dance satisfactorily and use a story they know with music to help them develop their awareness of space and others and their co-ordination. Pupils in Key Stage 2 are developing their skills in games, increase their control including their use of equipment and are beginning to improve and apply their skills. They also co-operate well in dance lessons and use a good range of movement in response to music. However, they do not evaluate their performance and that of others to make suggestions for improvement. Pupils do make good suggestions for improvements to a sequence of movements in gymnastics. Pupils in Years 4 and 5 attend swimming lessons and the clear majority are successful in learning to swim. Pupils with special educational needs and those for whom English is an additional language are fully included and they make good progress.
134. Teaching is at least sound, lessons are well organised and behaviour is generally good. As a result pupils often work hard and enjoy their lessons. Assessment is termly with notes only made weekly of anything of special note. There is a policy and long-term plans meet the requirements of the National Curriculum. The judgements on standards and teaching are similar to those of the previous report. However, there is improvement as there is now a policy and appropriate plans to cover the curriculum.
135. The co-ordinator has physical education as one of many responsibilities. Planning is monitored and a date set for a review of the policy. The school normally plays friendly football and basketball matches with other schools and takes part in tournaments.

RELIGIOUS EDUCATION

136. In the last inspection, achievement in Key Stage 1 was found to be appropriate for pupils' ages and responsibilities. No evidence was available for a judgement regarding Key Stage 2. There was no co-ordinated scheme of work for the subject.
137. In this inspection, attainment is judged as satisfactory in Key Stage 1, and good in Key Stage 2. A new scheme of work is in course of development.
138. Pupils at the end of Key Stage 1 show that they have sound established knowledge of Hindu worship. They can name up to six gods, and say something about them. They define "worship" thoughtfully and sensitively for their ages. They identify key words about places of

worship: "peace", "prayer", "beauty" - and even, in one case "enlightenment". They have good knowledge of some New Testament stories, and recognise the special and different nature of religion. At the end of Key Stage 2, pupils demonstrate good factual knowledge of the major religions, and particularly of Christianity. After only seven weeks of the new academic year, pupils had covered moral considerations (arising from the life of Mother Theresa of Calcutta), virtues (arising from the Sermon on the Mount), laws and principles (arising from the Ten Commandments), and religious customs (arising from the Pillars of Islam, and the Five Ks of Sikhism). This good knowledge is accompanied by equally good understanding of the religious meanings which underlie laws and customs. Pupils produce their own rules for life, they write "newspaper reports" on religious stories. They engage in discussions on the motivation and qualities of religious leaders.

139. The quality of pupils' learning is good. It is well supported by the school's policy of celebrating the richness of the variety of faiths, and by the respectful approach to differences which is adopted by both pupils and teachers. Pupils enjoy their religious education lessons; behaviour is good and they work effectively, staying on task, collaborating well with each other and co-operating with their teachers. The same quality of learning is experienced by pupils with special educational needs and those with English as an additional language, who make good progress.
140. Teaching in religious education is always satisfactory and often good. Teachers have good subject knowledge, and plan lessons well. They are sensitive in their approach, and do a great deal to make the subject come alive. Religious themes, customs and concepts are reinforced in assemblies, and the subject has been made a significant part of the life of the school. Pupils are encouraged to record their religious awareness and understanding in whatever form is appropriate to them - in writing, in pictures or in both - and this work is regularly and sympathetically marked. Additional breadth to the teaching is provided by regular visits from a local Christian trust.
141. The co-ordinator for religious education, while not being formally qualified, is a well organised enthusiast. She is thoroughly familiar with the recently published local agreed syllabus, and is already well on the way to producing a new scheme of work for use in the school, replacing her already good scheme previously in place. She has a clear idea of the priorities for development in religious education, and provides good guidance for her colleagues in both teaching content and approaches. She acknowledges the need for a procedure for the assessment of progress. Resources for learning are adequate, but the collection of religious objects needs to be enhanced in quantity and variety.