

INSPECTION REPORT

STOCKWELL PRIMARY SCHOOL

LONDON SW9

LEA area: London Borough of Lambeth

Unique reference number: 100582

Headteacher: Ms Janet M Mulholland

Reporting inspector: Mr Christopher Gray
Rgl's Ofsted No: 21037

Dates of inspection: 9 - 13 October 2000

Inspection number: 224193

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Stockwell Road Brixton London
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jon Ainger
Date of previous inspection:	n/a

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Team members		Subject responsibilities	Aspect responsibilities
Christopher Gray (Ofsted No: 21037)	Registered inspector	Information technology	How high are standards? a) The schools results and achievements
			How well are the pupils taught?
			What should the school do to improve further?
Elizabeth Cooke (Ofsted No: 9465)	Lay inspector		How high are standards? b) Pupils' attitudes, values & personal development
			How well the school cares for its pupils?
			How well does the school work in partnership with parents?
			Financial efficiency
Graham Johnson (Ofsted No: 23054)	Team inspector	Science	How well is the school led and managed?
		Religious education	Provision for pupils' personal development
Abul Maula (Ofsted No: 8696)	Team inspector	Mathematics	Grant-funded initiatives
		Music	Community links
Carmen Rodney (Ofsted No: 18950)	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Design and technology	
		History	
Julia Coop (Ofsted No: 31862)	Team inspector	Early years	Assessment
		Art and design	
		Physical education	
Mary Crampsie (Ofsted No: 18203)	Team inspector	Geography	Staffing & resources
		Special educational needs	
Kuldip Rai (Ofsted No: 3588)	Team inspector	English as an additional language	Equal opportunities
			Accommodation

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stockwell Primary School is situated close to the centre of Brixton in the London Borough of Lambeth. The school, which is in the Lambeth Education Action Zone, is for children aged three to eleven, and has 500 pupils. This number is made up of 403 full-time pupils (185 boys and 218 girls) and 97 (49 boys and 48 girls) children who attend the nursery part-time, giving a full-time equivalent of 452 pupils. Children's attainment on entry is well below the national average.

Pupils come from a wide variety of backgrounds; overall, their socio-economic background is well below national averages. Almost all the pupils come from the local community, and live in council or housing association accommodation. The school's population is ethnically and culturally diverse. Nearly 70 per cent of pupils come from homes where English is not the first language, which is very high compared with most schools and higher than the borough average. Nearly half of these children are at an early stage of English language acquisition, and these pupils represent one-third of the school's total population. The main home languages other than English are Portuguese and Yoruba. During the inspection, two initiatives funded by the Education Action Zone were inspected. These were the Portuguese after-school club and the family learning group, aimed principally at Portuguese families.

Approximately 45 per cent of pupils are entitled to receive a free school meal, which is much above the average for infant and junior schools. There are 168 pupils on the special needs register; at approximately 37 per cent of the school's roll, this is well above the national average. Six pupils have statements of special educational need, and, in percentage terms (1.3 per cent), this is broadly average. The percentage of children who leave or join the school after Year 3 has an adverse effect on the standards of attainment achieved.

HOW GOOD THE SCHOOL IS

Stockwell Primary is an effective school. Pupils have good attitudes to their work and their behaviour is satisfactory. The standards they achieve when they leave the school are below average in English, mathematics and science, though they compare favourably with those of similar schools. The overall quality of teaching is satisfactory. The school is well led by the headteacher and senior staff. The school gives satisfactory value for money.

What the school does well

- Standards in singing, art and physical education are good across the school.
- Pupils' attitudes to school are good and they have good relationships with adults and one another.
- The quality of leadership of the headteacher and senior staff is good.
- Provision for pupils' personal development is good.
- The school provides good care and welfare for its pupils.
- Initiatives to promote the inclusion of Portuguese pupils are working well.
- Good provision is made for pupils for whom English is an additional language.

What could be improved

- Pupils' attainment in English, mathematics and science at both key stages is below the national average.
- Their attainment is also below expectations in information technology, design and technology and geography at both key stages and in religious education at Key Stage 2.
- Systems of assessing pupils' attainment are not consistent in all subjects.
- The provision for pupils with special educational needs is unsatisfactory.
- Co-ordinators should share more of the responsibility for overseeing standards of pupils' attainment and the quality of teaching in their subjects across the school.
- Too much of the annual budget is carried forward as a contingency.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The present school was formed in May 2000 by the amalgamation of Stockwell Infants and Stockwell Junior Schools. These were two entirely separate and differently run schools, inspected three years apart, the Infants in 1999 and the Juniors in 1996. This means that comparisons with the last report are difficult to make because each school was given a different set of points for action which are not necessarily of significance now that the school is engaged in revising and harmonising its whole practice. This means that a judgement on progress since the last inspection is difficult to make.

The amalgamation caused considerable disruption in the school. The new headteacher and governors determined a good set of priorities and targets, the first of which was achieving a unified school with a single purpose for the staff of raising standards. The bringing together of the staff was achieved very quickly and there is now a settled and friendly atmosphere in the school. A new management structure was created to avoid the old division of infants and juniors so that the school now has three phases. A consistent approach to positive behaviour has brought a good ethos to the school. A thorough review of teachers' planning and of leadership within subjects is beginning to have an effect on standards, which in English, mathematics and science are continuing to improve in line with the trend of improvement since 1996. The school has sought to establish better links with parents and those who attended the pre-inspection meeting or who responded to the questionnaires reported that they are generally happy with the way the new school is run.

The progress which the school has made towards its targets in the short time since its setting up as a new school has been as good as could be expected in the time available. The school is well placed to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	E	C
Mathematics	E	D	E	E
Science	E	D	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table indicates that, in the 2000 National Curriculum tests, pupils' attainment was well below the national average in English and mathematics and within the lowest five per cent of schools in science. Compared with those of similar schools, results were average in English and well below average in mathematics and science.

Compared with previous years' results, those of 2000 are disappointing and did not meet the school's targets. Until this year, there had been a four year trend of generally improving standards. The latest results were very much affected by the disruption caused by the amalgamation of the school, which took place over the course of the school year, and by the turnover of pupils.

The findings of the current inspection are that standards in the current Year 6 are below average in English, mathematics and science, but this continues the trend of improvement shown in the table. Current standards mean that pupils are achieving at an appropriate level and the school is on line to meet its targets for 2001, which are higher than last year's and are set at a sufficiently challenging level.

In other subjects, attainment in information technology is below national expectations because insufficient time and equipment have been available until now. This should be altered when the new computer suite is finished. In religious education, pupils' attainment is in line with expectations in Key

Stage 1 but below by the time pupils are eleven. Pupils' attainment in art, physical education and the singing aspect of music is above national expectations. Standards in history are in line with expectations. Attainment in geography is below what is expected because the subject has not been taught consistently in the past. Insufficient evidence was available for a judgement to be made about design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils generally show good attitudes to school and they are usually keen to learn. These good attitudes have a positive impact on the quality of education provided in the school.
Behaviour, in and out of classrooms	Behaviour throughout the school is satisfactory overall. At playtimes, pupils get on well together and are usually good-natured and kind.
Personal development and relationships	Relationships in the school are good. Staff and pupils relate well to one another. The school is a harmonious, multi-ethnic community.
Attendance	Attendance at the school is unsatisfactory with rates overall lower than national expectations and unauthorised absences higher. Punctuality is a continuing problem with too many children arriving after registers close each day.

The school is doing what it can to improve attendance and punctuality but needs the consistent support of all parents.

TEACHING AND LEARNING

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

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

The quality of teaching in the school overall is satisfactory. It is at least satisfactory in 93 per cent of lessons and unsatisfactory in seven per cent. Teaching is good in 33 per cent of lessons and very good or better in 14 per cent. Pupils' learning is also satisfactory. Pupils are managed well and this contributes to a good classroom ethos. Staff have worked hard to improve their planning and now explain to pupils at the start of lessons what they are going to teach. This helps pupils' learning because they are beginning to assess their own progress. The teaching of English is satisfactory at Key Stage 1 and good at Key Stage 2. Mathematics and science are taught satisfactorily at both key stages. Teaching would be better if teachers used more information about pupils' prior attainment when planning for what they need to learn next.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall; some subjects need more time; literacy and numeracy strategies have been satisfactorily introduced.
Provision for pupils with special educational needs	Currently unsatisfactory; the headteacher and acting co-ordinator have already effected good improvements though it is too soon for their benefit to have been felt.
Provision for pupils with English as an additional language	The provision for English as an additional language is seen as an integral part of the school's work. It is very effective; these pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils have a growing awareness of the need to care for others and this has a good effect on their behaviour. Older pupils are actively encouraged to act as role models for younger ones. The school is rightly proud of the ethnic and cultural diversity of its pupils, and ensures that the languages, customs and beliefs of all are equally respected.
How well the school cares for its pupils	The school takes good care of its pupils and provides them with good welfare, health and safety.

The school has strengthened its partnership with parents and links with them are satisfactory. The school's provision of lavatories, especially those outside, is unsatisfactory and the school has plans to improve them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The clear direction provided by the headteacher is very good. She and the new senior management team provide the school with good leadership.
How well the governors fulfil their responsibilities	The governors are increasingly involved in the forward planning and monitoring of the school's work, and they discharge their duties satisfactorily.
The school's evaluation of its performance	The school analyses the results of national and yearly tests though it does not use this information in setting individual targets for pupils. The headteacher has undertaken a thorough evaluation of the school's strengths and weaknesses since her recent appointment.
The strategic use of resources	Specific grants are used effectively. The governing body does not yet have specific procedures for checking the effects or progress of spending decisions, but there is a good understanding of the principles of best value.

The levels of staffing and resources and the amount of accommodation are satisfactory overall. The governing body greatly exceeds the recommended reserve funding held for contingencies which restricts the funds available to spend on the learning of those pupils currently in the school.

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 and make good progress.• Behaviour in the school is good.• The school is helping children to become mature and responsible.• The school is well led and managed.• Children are expected to work hard and achieve their best.• Parents would feel comfortable about approaching the school with questions or a problem.	<ul style="list-style-type: none">• Greater consistency in the use of homework.• More extra-curricular activities.• Closer links with parents.

The team endorses parents' positive views about the school. They also agree with parents on the need for greater consistency in the use of homework and for a wider range of extra-curricular activities. The school has worked hard to strengthen links with parents and this issue is still high on its agenda for development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

National curriculum test results, trends and targets

1. Pupils' results in the 1999 National Curriculum tests at the end of Key Stage 1 were well below the national average at the expected level (Level 2 and above) in reading, writing and mathematics and well below the average in teacher assessments for science. Results at the higher level, (Level 3), were better: they were average in reading, well above average in writing and mathematics and above average in teacher assessments for science. Looking at the average points score (where pupils' attainment at all levels is taken into account), results in reading and writing were well below national averages and those in science were broadly in line with the average.
2. Compared with the results of similar schools, results on the average points score were below average in reading, average in writing and well above average in mathematics.
3. These results were part of an upward trend of improvement over the four years since 1996, at a greater rate than the national trend in each tested subject.
4. Results for the most recent National Curriculum tests (2000) do not follow this trend. At the expected level, results in all four areas were very low - among the lowest five per cent of schools. At the higher level, results were well below the national average in reading and science, below average in writing but well above average in mathematics. The average points score shows results in reading and writing to be very low and well below the national average in mathematics. The similar schools' comparison shows well below average results in reading and writing and average in mathematics.
5. The reason for this sudden drop is mainly the nature of the cohort who took the tests. To a lesser extent, it is also explained by the disruption caused by the amalgamation of the two schools, though this is much more significant at Key Stage 2 (see below). Nearly two-thirds of the pupils who took the Key Stage 1 National Curriculum tests spoke English as an additional language, and almost all of these were not fluent in the language - twice the Lambeth average. These children had better numerical skills as is shown by the better results in mathematics, which is less dependent on linguistic skills.
6. The inspection's findings are that pupils are now achieving at a satisfactory level - attainment in the current Year 2 is in line with the trend from 1996 to 1999 and that the 2000 results are exceptional. This is discussed below.
7. At Key Stage 2, pupils' results at the expected level (Level 4 and above) in the 1999 National Curriculum tests were well below national averages in English and mathematics and below average in science. The percentage of pupils reaching the higher level (Level 5) was well below national averages in English, below average in mathematics and average in science. The average points score shows that results well below average in English and below average in mathematics and science. The results of all three subjects taken together were below average compared nationally.
8. Compared with similar schools' results, the average points scores were above average in all three subjects. Taking all subjects together, the results were well above similar schools' averages.
9. As at Key Stage 1, these results form part of a four year rising trend since 1996 of improvement, at a rate above the national trend. But, again as at Key Stage 1, the results of the 2000 tests do not follow the trend. Results at the expected level were well below average in English and very low in mathematics and science. At the higher level, results were well below average in all three subjects. The average points score shows that results were well below national averages in English and mathematics and very low in science. Comparing the average points score with

those of similar schools, results are average in English and well below average in mathematics and science.

10. These disappointing results were brought about largely by the disruption caused by the amalgamation of the two schools, which came to a head in the very month that the tests were taken. Staff suffered much anxiety during the period which led up to the change, including the pressure of having to reapply for their jobs. This affected their work and the stability of the pupils' environment.
11. A closer examination of the results gives a good picture of the disruption. Then, as now, there were two parallel, mixed-ability Year 6 classes. The teacher of one class had two periods of extended absence during the year. Results show that the pupils in this class (6B) were not as well prepared for the tests as in the other (6A). For example, 67 per cent of pupils in 6A attained Level 4 or above in English compared with 46 per cent in 6B; in mathematics, 54 per cent of 6A achieved Level 4 or above as against 23 per cent in 6B. The results in 6A were very close to the school's targets for 2000, whereas those in 6B fell considerably short.
12. A further factor affecting attainment is the percentage of turnover, which was approximately 14 per cent last year. Analysis shows that, in the 2000 National Curriculum tests in Year 6, 60 per cent of pupils who began the school in Key Stage 1 achieved Level 4 or above in English, whereas only 38 per cent of those who joined in Year 4 or 5 reached that level.
13. The inspection's findings, which are discussed below, are that, although pupils' attainments are below average in English, mathematics and science, their achievement is satisfactory when their past experiences of schooling are taken into account. Pupils attain at below average levels in all three subjects; the trend of improvement is re-established and the school is on line to meet its targets for 2001, which are higher than those set for 2000.
14. As well as statutory targets for National Curriculum tests, the school makes use of individual target setting, though the practice is not yet consistent across the amalgamated school. Some of the targets are academic; others are more general and they are up-dated as necessary during the year. Targets are discussed with pupils and in some classes, they are written on cards which the pupils have handy in their books or on their desks.
15. In addition to this, the school makes detailed analysis of the results of National Curriculum and optional end-of-year tests. The information is used in grouping pupils for English and mathematics. The school now needs to use this information in a more analytical approach to target setting, to set a target in the tested subjects for each child to achieve by the end of the next year and by the end of the key stage. This would give a clear yardstick against which to measure the progress of each child.
16. The local education authority analyses results by pupils' sex. There are no significant differences between the performance of boys and girls at either key stage, though at Key Stage 2 there is some evidence in National Curriculum tests results that boys perform slightly less well than girls. No similar pattern was found during the inspection in past work or in classrooms.
17. The local authority also analyses performance in National Curriculum tests by ethnic groups. This shows that Portuguese children attain at a lower level than other ethnic groups. The principal reason for this is that their levels of fluency in English are low. Many have arrived in London only recently - indeed, during the week of the inspection one pupil entered the school who could speak no English at all. The school is involved with the Lambeth Education Action Zone, the Department for Education and Employment and the Portuguese Embassy in a number of initiatives aimed at improving the self-esteem, the attainment and the inclusion of Portuguese families and their children.

The findings of the inspection

18. Children enter the school with attainment which is well below average in all aspects of early years' learning. They make good progress in the Nursery and satisfactory progress in Reception. By the age of five, most pupils' attainment is below what is expected in the Early Learning Goals for personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. In the areas of creative and physical development, their attainment is in line with what is expected.
19. In English, overall standards are below average at both key stages. Oral skills are satisfactory at Key Stage 1 and good at Key Stage 2. Speaking and listening skills are pupils' main strength in the subject.
20. Standards in reading are below average in both key stages, though pupils of all ability respond positively to reading. At the start of Key Stage 1, pupils are unsure in using a range of reading strategies, in particular, phonic skills. By the end of Key Stage 1, the average attaining pupils begin to use decoding skills confidently based on their understanding of sounds. By the time pupils are eleven, higher attaining pupils read with expression and talk confidently about their favourite books. Average and lower attaining pupils still experience difficulties with reading and understanding of complex vocabulary.
21. By the end of Key Stage 1, writing skills are accurate for the higher attaining pupils, but lower attainers' writing is well below the standard expected nationally. They are unsure about letter formation and many words are not recognisable. This is true also of Year 3, where standards are low. By the end of Key Stage 2, pupils use planning effectively to gather ideas and structure their compositions and other writing activities such as play scripts. Spelling is weak in both key stages and most pupils do not make good use of word banks or dictionaries to check their spelling. Overall, the presentation and handwriting skills of most pupils are untidy.
22. In mathematics, pupils' attainment is below average at both key stages. In Key Stage 1, pupils' mental calculation is not yet well developed and some are not yet confident in doubling numbers. It is mostly only the few higher attaining pupils who recall simple addition and subtraction facts and work out change from small amounts of money. In Key Stage 2, pupils consolidate and extend their numeracy skills and their mental calculations are developing well overall. Higher attainers at the top end of the key stage have a clear understanding of decimal notation to at least three places and average attainers are starting to understand this as well. Pupils identify regular and irregular polygons, showing a consolidation of the understanding of polygons and their properties. They also have experience of data handling.
23. Attainment in science is below average at both key stages. Younger pupils record what they have learnt in pictorial form, but have insufficient opportunities to demonstrate their understanding by recording what they know in their own words. Pupils build satisfactorily on their prior learning as they move through Key Stage 2, but they are given too few opportunities to experiment and to record the results independently, with the result that pupils' knowledge and understanding are sometimes insecure.
24. Standards in information technology are below expectations at both key stages. Pupils throughout the school regularly use word processing in lessons across the curriculum. But by the time they are seven, pupils' keyboard and mouse skills are under-developed and they are uncertain how to retrieve stored work. They have limited experience of handling data or control technology. At Key Stage 2, most pupils have used CD-ROMs to search for information. Year 6 pupils are familiar with word processing, but they are not very experienced with editing procedures such as copy, cut and paste. They need help to retrieve work stored on a floppy disc and find it difficult to import information from other applications without help. Pupils also have experience of simple data handling, such as producing graphs and changing the style. They have limited familiarity with control or sensory technology.
25. In religious education, pupils achieve what is expected in the agreed syllabus by the age of seven, but this standard falls by the age of eleven to a below average level. This is because they have not developed a coherent understanding of the basic principles of different faiths. Pupils of eleven

can cite examples of customs and festivals practised by different faith groups but their knowledge of the beliefs they hold is less secure.

26. Pupils' attainment in the aspects of art and physical education observed during the inspection were above expectations, as is the standard of their singing. In history, pupils' attainment is in line with expectations by the end of both key stages. Insufficient evidence was seen to make a judgement on standards in design and technology. In geography, pupils' attainment by the age of seven is below national expectations and it is well below by the age of eleven. This is because the subject has not been taught in a systematic way over time.
27. Pupils with special educational needs are currently making unsatisfactory progress because of the limited support given them hitherto. Individual education plans have not given enough information for class teachers to give the support individuals need. This is already improving, though the changes were too recent for their effect to be felt during the inspection.
28. The good support given by teachers and assistants to pupils for whom English is an additional language enables them to make good progress. There are no significant variations in the attainment of pupils who are not at the early stages of English language acquisition.
29. The inspection also looked at two grant-funded initiatives relating to the Portuguese community. Most of the targeted pupils are achieving well in terms of their earlier attainment. The school has started monitoring and evaluating pupils' achievements and taking appropriate action. Information from monitoring is used reasonably well to ensure programme-funded initiatives are meeting the needs of targeted pupils.

Pupils' attitudes, values and personal development

30. When children enter the nursery, many are very reliant on adult support. Children are becoming increasingly independent through secure routines and caring staff.
31. Pupils generally show good attitudes to school and they are usually keen to learn. These good attitudes have a positive impact on the quality of education provided in the school as the majority of pupils respond readily to teachers' instructions and work well together. Where lessons are less successful, teachers do not have secure control of all pupils and time is lost settling and re-focusing a minority. Parents report that their children enjoy school. Pupils across the school generally approach their lessons with interest and often sustain concentration well. For example in an interesting religious education lesson at Key Stage 2, pupils improvised dramatically the story of Parvati, Shiva and Ganesha, remaining focused throughout.
32. Behaviour throughout the school, though often good, is satisfactory overall. Parents at their meeting and in their responses to the questionnaire said that they are pleased with this aspect of school life. At playtimes, pupils get on well together and are usually good-natured and kind. Relationships are good overall throughout the school with almost all adults providing positive role models. The school is a harmonious, multi-ethnic community. Bullying does occur on occasion but is dealt with quickly and effectively. A minority of pupils are easily distracted and tend to become disruptive if their behaviour is unchecked. In addition, behaviour is not yet routinely good enough to give pupils freedom to work away from classrooms or fully independently so investigative work and independent thinking skills are underdeveloped across the school.
33. Pupils show respect for the school's resources, artefacts and work on display. They also show respect for buildings, play areas and each other's property. Pupils have some opportunities to take responsibility. When opportunities are offered, pupils are keen to take them - for example, helping to arrange the hall for assemblies, running errands and working on the school council. In addition, they participate in team games and extra-curricular activities. Pupils' ability to show initiative are underdeveloped. When pupils enter the school their personal development is below that expected but there are very limited opportunities offered in Key Stage 1 to improve this.
34. Attendance at the school is unsatisfactory with overall rates lower than national expectations and unauthorised absences higher. Punctuality is a continuing problem with too many children arriving after registers close each day. The school is doing what it can to improve attendance and punctuality but needs the consistent support of all parents. There were no exclusions in the last

twelve months.

HOW WELL ARE PUPILS TAUGHT?

35. The quality of teaching in the school overall is satisfactory. It is at least satisfactory in 93 per cent of lessons and unsatisfactory in seven per cent. Teaching is good in 33 per cent of lessons and very good or better in 14 per cent. Pupils' learning is also satisfactory and the following sections describe the effect of teaching on learning.
36. One of the most successful features of the teaching is the relationship between teachers and their pupils. Pupils are managed well and this contributes to a good classroom ethos in most classes. Most teachers have high expectations of pupils' behaviour and pupils generally respond well to this. A good example of high expectations of behaviour resulting in good levels of self-control was seen in a Year 5 history lesson. The pupils had been entrusted with a set of interesting artefacts from the Victorian period - items such as a flat iron, curing tongs and a set of quills - which they all needed to examine. All pupils behaved responsibly and many were able to draw interesting conclusions about who might have used the objects.
37. A feature of the teaching which is important in promoting pupils' learning is the use of learning intentions for each lesson. This is something the staff have worked hard on in their review of planning led by the new headteacher. For most lessons, teachers indicate in their planning what they intend pupils to have learnt by the end. Most teachers make these intentions clear to the pupils, though not always in terms which are easy for them to understand. Sometimes, pupils are asked to copy the intentions into their books, which is generally not a good use of their time.
38. A good use of the learning intentions is to enable pupils to assess how much they have learnt in a lesson and the teacher is able to evaluate the lesson's success. Teachers are also able to link the objective for the current lesson with what pupils had learnt previously, and this is done well by most teachers, promoting the pupils' learning by enabling them to see how what they are learning fits in with previous lessons. Most teachers use questioning well in this process.
39. Teachers plan differing learning intentions for groups of different ability in the same lesson. This is done mostly in English and mathematics and there is scope for its extension to other subjects.
40. The school has also worked hard to extend teachers' subject expertise. A number of staff are currently receiving training to extend their understanding of the mathematics curriculum. The information technology co-ordinator has evaluated the extent of teachers' expertise in her subject and is planning a series of training sessions when the new information technology suite is complete. Other areas for staff training are geography and investigative science.
41. A principal weakness in many lessons, and one which was the cause of some of the unsatisfactory teaching, concerns the lack of information about pupils' prior attainment. Systems for assessing and recording what pupils have learnt have been developed in English and mathematics, but not in other subjects. However, even where such information is available, teachers are not in the habit of using it when deciding what pupils must learn next and where to start in view of where they had reached.
42. This leads to lessons where the teachers' expectations of what the pupils can do are not set at an appropriate level, so that some lessons are too hard for the pupils whilst others do not present enough challenge. For example, Year 5 pupils were working on fractions in mathematics. Pupils are set for this subject and this arrangement is generally working well. But the lack of information on the pupils' prior attainment meant that the least able pupils were started off at a level they had not reached. They were expected to work on equivalence of fractions, though it soon became clear that their basic understanding of what a fraction is had not been previously established. Examples of work which was insufficiently demanding were seen in Reception, where higher attaining pupils were not provided with the type of early reading experience they were ready for, and this too came about because of insufficient use of assessment.
43. Another, lesser weakness concerns use of time. This comes in three forms: sessions which are

too long, ones that are too short and lessons which move too slowly.

44. Generally, teachers achieve an appropriate balance between their input, what the pupils are asked to do and a rounding-off session. But sometimes, pupils are kept on the carpet too long for an initial session. This makes the pupils restless, especially if they are young, and it shortens the time for activities which then lose their importance, or it leaves insufficient time for a fruitful final session.
45. At other times, opening sessions are too short; this sometimes happens in mathematics, when the part of the lesson for mental skills is not long enough to allow good teaching points to be made - for example, how to count easily in tens.
46. The third aspect of use of time is lessons that are too slow. This is not a frequent shortcoming, but, when it occurs, it always causes restlessness and the possibility of behaviour problems. The irony is that it often is the case that what slows the lesson down is the teacher's over-insistence on pupils' sitting still or in the right place or not fidgeting. Such minor instructions prevent the lesson from moving quickly and so spread the very inattention the teacher is aiming to prevent.
47. Support staff are generally appropriately used and many of them give support of good quality. During teachers' introductions to lessons, some assistants are very involved in ensuring the attention of their charges or explaining what is happening. However, others are not involved sufficiently and sometimes merely passive spectators.
48. The use of marking varies from teacher to teacher; some use the opportunity for comments on how to improve but most make more general comments and miss the opportunity to promote pupils' learning.
49. English teaching is satisfactory at Key Stage 1 and good at Key Stage 2. High expectations is the feature common to all the best lessons. In an excellent lesson for Year 2 pupils, the teacher and classroom assistant pushed the children hard to do their best. The lesson was based on a story which the children recalled well orally. They then had to write something about it. Though overall attainment in the class is below average, the adults enabled even the least able to begin to use basic editing skills. These pupils looked at what they had written and substituted better words. Higher attaining pupils wrote up to a page, making careful use of punctuation. Weaker lessons are where pupils are allowed to rely too heavily on teachers for spelling and ideas. There are no pupils' reading diaries for children, parents and teachers to make comments about progress in reading.
50. Teaching in mathematics is satisfactory at both key stages. The best teaching, mainly in Key Stage 2, involves careful use of differentiation. As mentioned above, teachers are planning different lesson objectives according to the ability of different groups within the class. Setting is working well in Years 5 and 6, though in some sets, teachers do not plan different work for different groups, even though there is a spread of ability within their set. In a very good lesson on decimals for Year 6 pupils, activities were well structured in the form of games to match pupils' varying abilities. Higher attaining pupils were enabled to sequence numbers with three figures after the decimal point, showing their understanding of the diminishing significance of columns to the right whilst other pupils were working with fewer columns to begin with. Some lessons are less successful where the balance of time is not right, or where expectations are inappropriate because of lack of assessment information, as described above. There is some inconsistency in short-term planning.
51. The quality of teaching in science is satisfactory overall; while it is uniformly satisfactory at Key Stage 1, there is greater variation at Key Stage 2 where good or very good teaching was observed in almost half of the lessons seen. In a very good Year 6 lesson on dissolving, the features highlighted above were those which contributed to very good learning. The teacher had high expectations of both behaviour and attainment. She expected the pupils to conduct their experiments at their own rate but was there to give good support when it was needed. In recording the work, higher attaining pupils were expected to use appropriate language, average attainers recorded their findings in tables and graphs and lower attaining pupils were well supported by the classroom assistant. A weakness in science teaching is the familiar problem of

lack of information from assessment leading to expectations at the wrong level. Also, opportunities for pupils to experiment and to record the results of their investigations independently are not offered regularly enough in all classes.

52. In religious education, teaching is satisfactory at Key Stage 1. At Key Stage 2, although all the teaching observed during the inspection was at least satisfactory, and two lessons were very good, the provision over time is unsatisfactory because the subject has not been taught in enough depth to ensure that pupils develop a coherent understanding of the basic principles of different faiths, as required by the agreed syllabus.
53. There was not enough evidence to make a judgement on the quality of teaching in art, design and technology or information technology. In the latter subject, the co-ordinator's audit of skills has shown that there is a wide variation in the level of expertise amongst the staff which she intends to tackle in a series of in-service sessions on the new machinery when it has arrived.
54. Teaching in history, physical education and music is good. In music, this is because of the good levels of expertise of the two part-time music teachers. Teaching in geography is unsatisfactory because teachers do not have adequate support in terms of subject expertise.
55. The teaching in the Foundation Stage is satisfactory overall. The teaching in the Nursery is of a more consistent standard than in Reception. The difference lies in the balance between free choice activities and direction by the teacher. This balance is achieved well in the Nursery, but sometimes in Reception, children are allowed too much of their own choice with the result that their learning is impeded. Information from assessment is not well used in planning throughout the early years classes, and there is no system for ensuring that all pupils are observed and commented on with the same frequency.
56. Homework is an issue with which parents were unhappy, because they are not clear of the requirements and all teachers do not give it the same importance. Inspectors agree. When it is set, activities link with vital classroom learning, but the expectations need to be made clear to all staff, parents and pupils.
57. The provision for pupils with special educational needs has been judged unsatisfactory, but this is very much a view of the situation now. The weaknesses have already been identified by the headteacher and the acting special needs co-ordinator and action started - but only very recently.
58. The special needs co-ordinator works three days a week and is currently on long term sick leave. The acting special needs co-ordinator (formerly a teacher for pupils with English as an additional language in the school) has just returned from maternity leave and had been in post for seven days prior to the inspection; she also works three days a week. Although in an acting capacity, she has a good understanding of the task. The school also employs a team of learning support assistants, a movement therapist and a learning support mentor who ensures family liaison.
59. The newly appointed headteacher has a clear vision for the development of learning support and has taken some important initiatives to ensure that all children have equal access to the curriculum. Her vision is shared by the acting special needs co-ordinator and there is a focus on learning outcomes and a new clarity about objectives. In particular, children are now taught in the classroom where they have equal access to the National Curriculum and there is virtually no withdrawal other than for intensive language work and movement therapy.

60. The new headteacher has taken steps to ensure that more effective and targeted use is made of learning support although lesson observations indicate there is still some inefficient use of support assistant time, particularly in the first part of the literacy hour. Class teachers have not yet had training in managing other adults in the classroom.
61. The new special needs co-ordinator has an action plan, which appropriately prioritises statutory work on annual reviews and Year 6 transitional meetings. She has reviewed the special educational needs register and is placing children at an appropriate stage. She has established a programme of meetings with class teachers to ensure they are clear about the needs of children in their class and to review the progress of children with special needs. The emphasis is on class teachers taking responsibility for all the children in their class. She is organising files from the newly amalgamated schools and has improved the practice of writing individual education plans to incorporate increasingly specific and measurable targets.
62. Pupils learning English as an additional language are well supported. There is good liaison between class teachers and support staff at the level of planning, teaching and assessment. Support staff ensure that pupils targeted for English as an additional language receive enhanced opportunities for speaking and listening through good quality questions.
63. In lessons where specialist language support is not available, class teachers provide good support to pupils learning English as an additional language. They explain new ideas in a way that makes sense to pupils. A good example of this was seen in a Year 3 geography lesson, where the teacher explained new words clearly, and then checked at the end of the lesson if pupils had understood them. All staff ensure that they give equal attention to boys and girls and pupils from different groups in the classroom.
64. The inspection focused also on two initiatives funded by the Education Action Zone, as described in the opening section of the report. Additional staff and resources have an obvious impact on pupils' progress, and there has been some evaluation of pupils' achievement. The school monitors and evaluates the impact of the initiatives on its provision, though is less systematic in tracking the benefit to targeted pupils. The use of well qualified additional staff leads to good teaching strategies that are matched to the needs of the targeted children. It is evident that such strategies have had an impact on teaching and learning throughout the school from the increased inclusion in lessons of the Portuguese children. There is some evidence that these approaches enhance pupils' motivation and participation in the learning process and lead to better achievement. Mainstream staff are reasonably clear about how to make the most of the staff and resources available through the initiatives in supporting the targeted pupils.

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

65. The curriculum includes all the subjects of the National Curriculum and religious education and is of a satisfactory quality. The school gives a high priority to teaching the core subjects, English, mathematics and science. At Key Stages 1 and 2, the core subjects including the teaching of literacy take up just over fifty per cent of the timetable. An hour of this time is dedicated to the daily teaching of literacy in both key stages plus further time for guided and silent reading. Not all the time for the latter is well used, however.
66. The breadth and balance of present curriculum are restricted. The allocation of time for the foundation subjects is not used evenly for teaching personal, social and health education in Years 3, though it is timetabled in other classes. The school has yet to draw up a programme for this area. The time available for teaching design and technology, history and geography is also inappropriate, as these subjects are not routinely taught in every class and year group. Information technology has also had a low time allocation until this term, though the imminent opening of the new information technology suite should help to rectify this.
67. The curriculum meets statutory requirements and includes provision for teaching about drugs and sex education. The religious education programme of work matches the local agreed syllabus. Although staff are aware of Curriculum 2000, it is not yet fully in place. The national literacy and

numeracy strategies are fully implemented and the school makes very good use of the locally prepared schemes of work. The school maintains very good links with the local authority and the literacy consultant, who provides excellent advice, partnership teaching and teamwork.

68. The whole curriculum is available to all pupils. Opportunities for pupils to make progress are still being developed. Plans for introducing additional reading strategies, such as paired reading and involving parents more in developing reading skills are not yet implemented. Arrangements for grouping pupils takes place in mathematics where it is satisfactory. The match of work to meet the needs of pupils is satisfactory in English and in most classes in mathematics but there is a lack of consistency in approach in all subjects.
69. Specialist provision for pupils for whom English is an additional language is provided through the appointment of teachers from the Ethnic Minorities' and Travellers' Achievement Grant. This support is good and is targeted at specific pupils to help them access the curriculum. Grant-funded initiatives aimed at the Portuguese community contribute to regular communication with local agencies and the community, bringing direct and tangible benefits to pupils and parents.
70. The range of extra-curricular activities is unsatisfactory and this reflects the views of parents that there are insufficient activities. The main activities are confined to sports and include mixed and single gender groups for football and cricket. Competitive sports in these games feature strongly. In recent times, pupils were given a wider range of activities.
71. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. Very good provision is made for pupils' cultural development; that for moral and social development is good, while provision for pupils' spiritual development is satisfactory.
72. The school promotes the spiritual development of its pupils principally through its daily assemblies and lessons in religious education, and the range and quality of provision is satisfactory. Assemblies are variously led by teaching staff, pupils or outside speakers, and usually treat a religious, moral or cultural theme. Almost all assemblies contain a short time for reflection and prayer. In some, good opportunities are created for pupils to reflect on their uniqueness or the importance of living harmoniously together, and sometimes these themes are linked well to stories from the Bible or to those from other major religions. In others, however, opportunities are missed because the period of reflection or prayer is too short and not closely linked to the main theme of assembly. Religious education is sometimes well used to promote spiritual development; in one very good lesson, pupils were visibly moved at the teacher's explanation of Biblical teaching on loving one's enemies. English, music and art sometimes provide opportunities for spiritual development, but there is little evidence that these subjects are used regularly for this purpose.
73. The school provides well for pupils' moral education, both in lessons and on the playground. Teachers often use well incidents that occur in the course of the day to explain the importance of respect for oneself and for others, taking time and trouble to examine with pupils the consequences of undesirable actions. Pupils have a growing awareness of the need for care for others, and this has a positive impact on their behaviour. Although lapses in good behaviour occur, pupils understand the need for respect and consideration for others. They respond well to the moral ethos that the school creates, and generally treat belongings and equipment considerately. Teachers generally provide a good model for their pupils, developing friendly but respectful relationships with them.
74. Provision for pupils' social development is also good. Older pupils are actively encouraged to act as role models for younger ones, helping them in the classroom if lunch times are wet, and monitoring behaviour on the stairways. As they grow older, pupils are increasingly given greater responsibility in the communal areas of the school - for example, in preparing the halls for assembly - but all pupils from Year 2 onwards are expected to share responsibility for an area of the classroom. Weekly assemblies are used effectively to reward pupils' social achievements. Pupils generally share materials sensibly when working in groups, and older pupils usually collaborate well when they are required to discuss ideas. However, there are not always sufficient opportunities for pupils to work independently or to take responsibility for their own learning. Teachers make good use of random incidents to teach particular aspects of social behaviour.

75. The school makes very good provision for the cultural development of its pupils. The school is rightly proud of the ethnic and cultural diversity of its pupils, and ensures that the language, customs and beliefs of all are equally respected. Daily assemblies are often used to celebrate different cultures or religious festivals, and the school has strong links both with local cultural communities and those further afield, for example in Portugal and Trinidad. The annual school carnival celebrates and honours the cultural diversity of its pupils. Pupils learn effectively about past cultures, such as those of the Tudors and ancient Greeks, and of distant contemporary ones, such as life in India. Their studies are sometimes enriched by visits - for example, to Brixton, to central London or to Hever Castle. Representatives of the local community are invited to share their cultural heritage with pupils, but insufficient use is made of those who have experience of the history of the locality in the recent past.
76. The community makes a satisfactory contribution to pupils' learning. Six volunteers from London Weekend Television help Year 5 pupils with reading. Organisations such as the Metro-Sports Foundation, Lysada and Family Friends are involved in after school clubs and playgroups. Pupils also benefit from the school's links with the local Football League, and from visitors such as the cricket coach, the police and the firemen.
77. There are no feeder schools other than a local nursery for children with special educational needs. The school has well established links with secondary schools, some of whose teachers visit before pupils transfer to them. Pupils also visit their prospective schools, but this is now part of the local education authority's responsibility.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

78. The school makes good provision to ensure the health, safety and welfare of all pupils. Parents at their meeting and in responses to questionnaires recognised the successful provision made in this area. The school has effective Child Protection procedures in place. The Headteacher is the named person responsible for this work and she works closely with the special educational needs co-ordinator. There is a policy for Child Protection that is linked to local authority guidelines which is to be reviewed shortly. All adults in school have a clear understanding of reporting procedures for problems and concerns in this area.
79. The school has the support of the education welfare service and the learning mentor to work with children in need. In addition there are sound procedures for recording and monitoring pupils' personal development, linked to the effective behaviour management procedures. Adults in the school know pupils well, despite there being a number of recently appointed and temporary teachers at the school. Health and safety matters are managed well but the provision of lavatories and washing facilities is unsatisfactory. However the school plans to refurbish them. The governing body pays due regard to the security of the school.
80. The school's procedures for the monitoring of pupils' academic and personal development are unsatisfactory overall. There is no whole school policy to track pupils' progress year by year by setting individual targets that are rigorously monitored. There are good procedures for the assessment of pupils' attainments in English and mathematics which are carried out twice yearly in Key Stage 2. However, whilst informative and detailed, the data gathered is not yet analysed effectively to be of use in future planning. It does not effectively inform the setting of whole school targets, although a start has been made to use this information to set pupils in ability groups in mathematics in Years 5 and 6.
81. There are no agreed procedures for assessing pupils' work and progress in information technology, religious education, and the foundation subjects of art, geography, design and technology, history, music; and physical education. This is unsatisfactory, as teachers do not have relevant information to ensure that the work set meets the needs of all the pupils. In the Nursery, staff carry out daily, detailed, assessments in all areas of learning; however, this is time consuming and whilst useful, does not readily give a clear picture of individual children's stage of development and their progress made over time. On transfer to the Reception class, the information gathered does not easily assist in the planning of work matched to children's ability.

In Key Stage1, though there is information from the statutory baseline and end of key stage assessments are carried out, there are no systematic assessments to inform planning. Across the whole school, most lessons have clear learning objectives, which are shared with pupils. However, pupils are not sufficiently involved in the evaluation of their own work, in order fully to understand what they need to do to improve.

82. The exception here is pupils for whom English is an additional language. The attainment of pupils targeted for additional support is assessed regularly, and records of their progress are kept. Assessment information is used well to establish targets for them.
83. The practice for pupils with special educational needs is improving, though it has been unsatisfactory hitherto. The acting special needs co-ordinator has an action plan, which appropriately prioritises statutory work on annual reviews and Year 6 transitional meetings. She has reviewed the special needs register and is placing children at an appropriate stage.
84. The school makes effective use of the benefits offered by partnerships such as the one with the Education Action Zone to enhance the curriculum. Pupils needing extra help such as those from Portuguese families with little English are carefully identified and receive appropriate support to raise achievement and promote inclusion.
85. Procedures for monitoring and promoting good behaviour and discipline are good. They are underpinned by the effective school policy. The policy is understood by parents, who are pleased with the school's work in this area of school life. The positive strategies to manage pupils promoted by this policy are usually maintained by all adults in school. Pupils have a good understanding of what is expected of them, they have made displays of the school rules and ethos and have colourful charts on classroom walls marking their progress. Pupils' learning benefits from effective care and classroom management which make them feel secure in school. This enables them to settle down and learn and is also of benefit to those pupils with special educational needs with behavioural problems.
86. Procedures for promoting good attendance are very good. Attendance is carefully monitored by an administrative assistant and the deputy headteacher. The education welfare service supports the school effectively in promoting regular, punctual attendance where there are concerns. There are a number of pupils who do not yet attend regularly and promptly; the school monitors these families carefully and follows up concerns consistently and rigorously. These strong procedures have not yet had a significant effect on the unsatisfactory attendance at the school. In addition there are a number of pupils moving in and out of the school who adversely affect attendance statistics. Registers are taken on time and marked efficiently and the computerised system used helps staff to identify and monitor concerns effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

87. Parents and carers from all groups are satisfied with the work the school does and with their relationships with, and access to, staff. Parents feel confident that their children are well cared for, are treated with respect and are learning suitable attitudes and values. Parents say that their children enjoy school, that they are encouraged to do their best and that the school is well organised and managed. Parents report that they are listened to and that worries and concerns are dealt with effectively. The inspection team agrees with parents on these points. Parents are less pleased with the school's provision for homework and extra-curricular activities. They are also concerned that standards are not high enough in writing and that Portuguese speaking carers are sometimes not fully included in the curriculum. The inspection team finds that these concerns are justified, although usually Portuguese families are well supported and involved.
88. The grant-funded initiatives contribute to regular communication with parents. The Portuguese teacher translates letters home. This has enabled staff at different levels to establish and maintain links with parents. The school has a well attended Family Learning group and Portuguese family-support group. These parental links result in benefits to both pupils and parents. There is some evidence that the school has established strong home-school links based on mutual trust and confidence with parents and the wider community.

89. The school provides a useful prospectus, newsletters and notice boards which together provide sound information about the school's work. Policies and curriculum plans are not readily available to parents yet. The prospectus and annual report to parents by the governors meet statutory requirements. There are lively multi-lingual notices and welcomes in the school reception area and Portuguese speaking staff are usually available if needed. Annual reports to parents on children's progress are satisfactory and meet legal requirements but lack targets for future learning.
90. Parents of pupils with special educational needs have not always been appropriately involved in meetings in which children have been placed at a particular stage of the Code of Practice. The current special educational needs governor is aware of this and is providing support and acting as a critical friend to the school. The acting special needs co-ordinator is also aware of the importance of improving communications with parents so that they are treated as full partners in addressing their children's needs.
91. Parents are interested in their children's progress and attend the open and consultation evenings held at the school. The headteacher has chosen not to invite parents into the school for the time being to help in classes because of the great disruption to learning caused by the amalgamation of the schools and the high number of new teachers. This will be reviewed when the school has settled down, in conjunction with the focus in the school development plan to build links with parents. Many parents help their children at home with reading and homework; Nursery families can also borrow games and activities to share.
92. The satisfactory involvement of parents in school life has a positive effect on pupils' learning and their positive opinion of school encourages children to enjoy school. The great majority send their children to school ready to learn each day and are supportive of the school's work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

93. Because it is the result of a recent amalgamation, it is not possible to compare meaningfully the leadership and management of the new school with those obtaining in the separate infant and junior schools at the time of their last inspections.
94. The headteacher, in post for less than two terms, has a clear vision for the educational direction of the school and provides very good leadership. She has successfully carried out an accurate assessment of the school's strengths and weaknesses, an assignment made more complex by the inevitable uncertainties arising from the amalgamation of the infant and junior schools, and this has enabled her to focus sharply on appropriate priorities for improvement. She has introduced a number of initiatives designed to improve behaviour, raise standards and use time more effectively, and these measures have given a significant sense of purpose and direction to the work of the school. The headteacher and governors have established a well-defined management structure, consisting additionally of the deputy headteacher and three phase co-ordinators whose responsibilities bridge the former division of the school into key stages. This is a wise measure designed to ensure that the school functions as a single unit, that there are good channels of communication and that the decisions of management are effectively implemented across the school.
95. The headteacher and governors identify the right priorities for development through the school's development plan; this is closely focused on raising standards across a wide range of aspects of school life. The plan, still in draft form, appropriately defines success criteria, cost implications and those responsible for its implementation in certain areas, but many of the initiatives are too recently identified to contain sufficient detail of how they are to be achieved. Since its creation, the school has made very good start on its progress towards the targets it

has identified, and although it has begun to assess the effectiveness of some initiatives, such as its behaviour policy and some aspects of the use of lesson time, it is much too early to evaluate the success of others.

96. The governors adequately fulfil their statutory duties, and work well in support of the headteacher in shaping the direction of the school. They are increasingly well informed of its strengths and weaknesses, and are developing a good understanding of where the priorities for development lie. The number of governors' sub-committees has been rationalised, and working parties are established when necessary to meet relevant needs; this has enabled the governing body to deal more efficiently with matters that arise. Governors have been appointed to monitor the implementation of the school's literacy and numeracy strategies. Many governors have close contacts with the local community and are well informed of the views of parents.
97. The headteacher, deputy headteacher and phase co-ordinators form the school's senior management team. Because this is such a newly established structure, it is too soon to evaluate its effectiveness, and some areas of responsibility are yet to be worked out in detail. Nevertheless, the management team has a clear idea of its most urgent priorities and has correctly identified its role in promoting good standards of work and behaviour and in continuing to lead forward the staff of the amalgamated school as a single, cohesive unit. Subject co-ordinators have recently been appointed for English, mathematics, science, information technology and art, but their appointment has yet to have an impact on standards in these subjects. Some teachers are designated to co-ordinate other subjects temporarily, but their influence is limited and their roles are not yet well developed.
98. Although the monitoring of teaching and learning is not yet systematically established in the school, the headteacher has assessed the quality of teaching in each classroom, and has a good understanding of the strengths and weaknesses of all staff. The deputy headteacher has wide responsibilities for curriculum management, having oversight of the establishment of curriculum policies, of teachers' planning, and some responsibility for the evaluation of teaching. He has carried out some useful analyses of pupils' test results, but, again, this work is too recent for the school to have yet made effective use of his findings. Nevertheless, the institution of all these procedures is entirely appropriate for future development, and the leadership of the school has developed a strong base from which to improve further the quality of teaching and learning for its pupils. For example, the newly appointed phase co-ordinators have a good understanding of priorities for development in the age groups for which they are responsible, and are beginning to establish effective roles as members of the school's senior management team.
99. The school has specific aims directed towards securing high standards in work and behaviour. Some progress has already been made towards these. Targets have been set for pupils in English and mathematics, though not yet in science, and pupils have a clear idea of what is expected of them in terms of their behaviour and attitudes to work. The school is strongly committed to offering equal opportunities to all of its pupils. Relationships between staff and pupils are generally good, and pupils enjoy coming to school. The staffs of the former infant and junior schools have united well under the leadership of the new headteacher, sharing with her a strong sense of purpose to raise standards, and manifesting a lively commitment to follow through and make a success of the many initiatives she has implemented.
100. The school's arrangements for appraisal and performance management are not yet well developed, but their introduction is planned for this term. The school plans to involve all staff in this procedure. Phase and subject co-ordinators have appropriate job descriptions, but these have not yet been prepared for other teachers.
101. The school has a satisfactorily-defined approach to the grant-funded initiatives and links some of its educational priorities to the objectives of the initiatives, to improve standards and wider opportunities. The senior management team make sound strategic use of the initiatives and this had helped raise standards and promote inclusion for these pupils. This is supported by some monitoring of the initiative's impact but less attention is given to evaluating the extent to which opportunities for targeted pupils have been extended.
102. Through its finance committee, the governing body administers the school's finances, ensuring that the disbursement of funds satisfactorily support designated educational priorities. This includes the additional sums given to the school under the Education Action Zone for specific initiatives - for example, raising the attainment of Portuguese children. The spending on these

initiatives represents satisfactory value for money.

103. There were some difficulties with the current school budget because of the school amalgamation and the very difficult task when setting the budget to meet the needs of a school not yet in existence. The governors commissioned an independent auditors' report after the amalgamation took place; many of the recommendations reported have already been incorporated into the school office routines. The finance committee receives regular reports on income and expenditure which are carefully produced by the school's administration officer, using the local education authority's software package. Specific grants are used effectively and the headteacher monitors their use systematically. The governing body do not yet have specific procedures for checking the effects or progress of spending decisions taken.
104. Financial planning does not support educational priorities satisfactorily because the governing body greatly exceeds the recommended reserve funding held for contingencies and is unwilling to change this. This restricts the funds available to spend on learning and leaves large sums in the bank without good reason.
105. The school makes use of the local authority bulk buying facilities to buy consumables and most of the school's equipment but is aware of the possibility that another source may provide better value and shops around accordingly. Purchasing procedures are secure and are systematically followed by all staff. There is a good understanding of principles of best value. The school makes good use of information technology in managing the school; the local authority provides regular support and advice on systems and hardware. The governors purchase financial expertise to support the efficient administrative staff in the day-to-day management of school funds.
106. The number of teachers and support staff is adequate for the demands of the full curriculum. The match of subject expertise and experience is generally satisfactory among the teaching staff although one or two co-ordinators are yet to be appointed or are on long term sick leave to the detriment of special needs, early years and design and technology. There is provision for a variety of additional staff - for example, specialist music teachers, an information technology technician and movement therapist who enhance the curriculum offered to pupils.
107. There is a reasonable balance of experienced and newly appointed staff and arrangements to support newly appointed staff are generally adequate. Access to in-service training for individuals and the whole staff is good but individual training is not consistently shared with colleagues.
108. Overall, the accommodation is satisfactory, and allows for the effective teaching of the curriculum. There are sufficient rooms for the number of classes, and most of them are of good size. With the amalgamation of the infant and junior schools into a primary school, the school benefits from three halls. They are used well for assemblies, music, physical education and dining. However, none of the halls is large enough for the whole school to come together. There are separate rooms for music and information technology. The music room is used well. However, the information technology room is not yet in use because it is awaiting new computers. The school library is also not currently much used because the school is preparing for its refurbishment.
109. The building is kept reasonably clean, and is free of litter and graffiti. The Royal Garden and the pond provide the children with an opportunity to learn about the natural world and environmental issues at first hand, although the latter is not currently well cared for. A large playground provides apparatus for play and areas for ball sports as well as shelter in the form of three undercover areas, but the school lacks a playing field. The children in the Reception do not have direct access to a secure outside play area. This impacts adversely on their physical development. The inadequacies of the outside lavatories have been detailed elsewhere.
110. There is a wide range of displays in classrooms and around the school. They celebrate pupils' work as well as the linguistic and cultural diversity in the school. The displays also contribute to making the building attractive. The school is aware of the weaknesses in accommodation and is in the process of implementing a programme of improvements.
111. The school is satisfactorily resourced. Resources in Key Stage 1 are tidily stored, well kept and accessible. Resources in Key Stage 2 have been scattered about the school because of building

works that took place over the summer. As a result, resources are currently temporarily housed and difficult to get at. Not all staff are aware of the range of resources that exist to support teaching in Key Stage 2.

112. The school takes advantage of nearby resources, such as Brixton Market. The school also takes children to the Horniman Museum, the Commonwealth Institute, art galleries and other museums and places of historical interest.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

113. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:

* † Raise the standards of pupils' attainment in English, mathematics and science by:

- using information from assessment to set targets for individuals' attainment;
- assisting teachers to plan work matched more closely to individuals' needs;
- ensuring teachers have appropriately high expectations of all pupils.

(Paragraphs 41-42; 129-165)

* † Raise the standards of pupils' attainment in information technology, geography and design and technology at both key stages and in religious education at Key Stage 2 by:

- giving a more even balance between the time allocated to these subjects;
- ensuring an even emphasis on all strands of each subject.

(Paragraphs 170-177; 181-188; 198-204)

* Improve the provision for pupils with special educational needs by:

- giving clearer detail of pupils' needs in their individual education plans;
- assisting teachers to plan work matched to the specific needs of pupils.

(Paragraphs 57-59)

* Make more consistent use of assessment by:

- drawing up systems for assessing and recording pupils' attainment in science and the foundation subjects;
- making use of the information from assessments in all subjects in planning for pupils' future learning;
- checking to see how effectively pupils have learnt what was set out in the planning.

(Paragraphs 80-81)

* Give co-ordinators greater responsibility, by giving them opportunities to monitor the standards of attainment and the quality of teaching in all subjects.

(Paragraphs 94-98)

* Make arrangements to reduce the proportion of the amount carried forward from the annual budget.

(Paragraphs 103-104)

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

* † Encourage parents to see the need for the regular attendance and punctuality of their children.

(Paragraphs 34 & 86)

* Increase the range of extra-curricular activities.

(Paragraphs 70)

* Improve consistency in the use of homework.

(Paragraphs 56)

* † Work with the local education authority to improve the provision of lavatories.

(Paragraphs 79)

† denotes an issue already highlighted as a priority in the school's development plan (Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	96
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	13	33	46	7	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)	49	452
Number of full-time pupils eligible for free school meals	n/a	202

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	18	150

English as an additional language	No of pupils
Number of pupils with English as an additional language	313

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.4

Unauthorised absence

	%
School data	2.2
National comparative data	0.5

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

Figures are obtained by taking the averages of both school's figures before amalgamation

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	24	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	12
	Girls	18	17	16
	Total	28	25	28
Percentage of pupils at NC level 2 or above	School	55 (68)	59 (65)	55 (76)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	18
	Girls	20	17	16
	Total	29	29	34
Percentage of pupils at NC level 2 or above	School	48 (63)	52 (73)	54 (71)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	25	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	9	13
	Girls	14	10	10
	Total	28	19	23
Percentage of pupils at NC level 4 or above	School	56 (55)	38 (59)	46 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	24
	Girls	20	25	27
	Total	38	47	51
Percentage of pupils at NC level 4 or above	School	28 (52)	26 (54)	40 (57)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	79
Black – African heritage	78
Black – other	28
Indian	1
Pakistani	2
Bangladeshi	19
Chinese	0
White	112
Any other minority ethnic group	23

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	21.6
Number of pupils per qualified teacher	18.7
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	232

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	24.5

Total number of education support staff	3
Total aggregate hours worked per week	70

Number of pupils per FTE adult	9.8
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FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	1,347,403
Total expenditure	1,301,924
Expenditure per pupil	2,750
Balance brought forward from previous year	115,378
Balance carried forward to next year	160,857

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	452
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	1	0	4
My child is making good progress in school.	47	39	4	3	7
Behaviour in the school is good.	43	44	3	1	9
My child gets the right amount of work to do at home.	20	29	26	13	13
The teaching is good.	49	34	3	0	14
I am kept well informed about how my child is getting on.	41	41	6	3	9
I would feel comfortable about approaching the school with questions or a problem.	51	36	3	0	10
The school expects my child to work hard and achieve his or her best.	53	33	4	1	9
The school works closely with parents.	40	33	14	3	10
The school is well led and managed.	44	41	3	1	10
The school is helping my child become mature and responsible.	47	44	3	0	6
The school provides an interesting range of activities outside lessons.	29	27	16	6	23

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

114. Provision for children under five is good in the Nursery, confirming the findings of the last inspection, and satisfactory in the Reception classes. A hundred children under the age of five can attend one of the two Nursery classes part-time and transfer to the Reception classes in the September or January of the year in which they become five. Currently, no children under the age of five are attending the Nursery classes full time, despite their very low attainment on entry and the very high proportion of children who start in the Nursery with little or no English.
115. Children begin in the Nursery with very low levels of attainment. They make good progress overall, and, by the time they transfer to the Reception class, they are making good progress towards achieving the early learning goals. Progress in the Reception classes is satisfactory, but, by the age of five, most pupils' attainment is below what is expected in the Early Learning Goals for personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. In the areas of creative and physical development, their attainment is in line with what is expected.
116. On entry to the Nursery children are conscientiously and continually assessed. Daily, detailed notes are made of children's attainment. However, the gathering of this information is time consuming and does not easily give a clear and detailed picture of children's attainment and progress over time in each of the six areas of learning. These notes are then transferred to permanent records but they are not easy to use in future planning or tracking progress, nor do they provide relevant and accessible information to the Reception class teachers. Planning in both the Nursery and Reception classes is currently linked to the National Curriculum and is not always applicable to the foundation curriculum.
117. Teaching overall in the early years is satisfactory, with some good and very good teaching seen in the Nursery and a small amount of unsatisfactory teaching in the Reception classes. The more successful teaching provides a balance between 'free choice' and 'teacher directed' activities, with secure routines and high expectations of behaviour. In these instances, varied, well-planned activities with high expectations provide a purposeful environment in which children feel safe and secure. This in turn enables the children to grow in confidence and make good progress. Where teaching is less successful, it does not sufficiently challenge high attaining children, and although planned activities are creative and interesting, the lack of clear direction leads to children not making the most of learning situations because they become restless and wander around without clear purpose.
118. Staff work hard in the Nursery and Reception classes to provide an interesting and stimulating environment, in which young children can grow and mature. But currently the accommodation does not meet all the needs of the foundation curriculum. Ramped areas and outside walls are roughcast and can scratch young children, and there is no canopy for outside play when wet. The staff have made the very best use of a building that was not designed for Nursery children and currently have to use a narrow corridor for some activities. Staff have difficulty supervising the small, dark rooms which were not designed to allow the two groups of children to interact. Facilities are not suitable to provide full time places for those children who would clearly benefit. Reception children do not have access to a safe, secure and separate play area and there are no large wheeled toys to encourage physical development. This is unsatisfactory.

Personal, social and emotional development.

119. When children enter the nursery, many are very reliant on adult support. They are becoming increasingly independent through secure routines and caring staff, who set high expectations of behaviour and provide good role models. Children are enabled to make simple choices - for example, at milk time. They help tidy away and are increasingly polite.

120. In the Reception classes, children behave well and respond to instructions when directed and supported in activities. They are beginning to be able to take off and put on their shoes and socks, and when asked will help tidy away. This is not yet done spontaneously and children, especially more able children, are not given responsibility for simple tasks such as tidying their table. Children with more immature behaviour are not yet supported through suitable behaviour targets or a simple system of rewards. By the time children reach the age of five they have made satisfactory progress which is similar to the findings in the last inspection.

Communication, language and literacy.

121. Children begin with very low levels of ability in English language development and a very high proportion of children who start with little spoken English make good progress, even though there is no specialist teaching available. In the Nursery, children make good and sometimes very good progress. Staff provide very good role models and interesting and varied activities are planned which support and extend children's knowledge and use of language. The use of teachers in role - for example as an old lady - is particularly successful in encouraging children's talk. All staff use every opportunity to extend children's language skills, to encourage children to speak and to listen carefully. Many older children in particular, who will be shortly transferring to the Reception classes, recognise their names and put them into the register box. They are beginning to form letters correctly and can identify the sounds of some letters. They enjoy looking at and sharing books, and identify and retell simple stories.
122. In the Reception classes, children make satisfactory progress and while this is similar to the findings of the last inspection, the use of role-play to promote language development, has been improved and developed. The 'hospital' is used well to encourage language and staff play effectively alongside children to encourage spoken language. Low attaining children are suitably supported through a range of activities. Higher attaining children, however, lack suitably challenging activities. These children can form letters, write their names and simple words. They talk in detail about stories they have heard and have good early reading skills; for example, they match words and sentences to the nursery rhyme, *Jack and Jill*. However, while they are clearly ready to begin reading, the lack of a structured early reading scheme and phonic teaching method limits the progress of these children. Children enjoy listening to stories and are confident to join in and make comments; for example, after hearing the story of a bear hunt, one child exclaimed "I'm never going on a bear hunt!"

Mathematical development.

123. In the Nursery, a range of planned and supported activities extends and develops children's mathematical concepts. All staff effectively use teaching and questioning strategies to develop an understanding of the concept of size, through comparing the three bears' beds, for example. Through drawing around shapes and playing matching or counting games, children are making good progress in all areas of mathematical development.
124. In the Reception classes, children make satisfactory progress. They can count orally and some higher attaining children can record numbers to five, saying how many there are in a set. Children join in reciting number rhymes, have a growing curiosity and use number language in play. However, the lack of direction in otherwise well planned activities limits the progress of higher attaining children and learning opportunities are not sufficiently developed.

Knowledge and understanding of the world.

125. Children's knowledge and understanding of the world increases as they move through the early years. Children explore the world around them in the Nursery through thoughtful and challenging activities; for example, through tasting food and discussing it, children are beginning to understand which foods are healthy. The good use of visiting parents enables children to understand the dress code of different cultures when they are shown various costumes. This effective practice continues in the Reception classes, so that through role-play and practical activity, children learn about the world around them. However, planning for this area of learning is currently based on aspects of the National Curriculum and is insufficiently based on the foundation curriculum's learning goals.

Physical development

126. Children make good progress in their physical development and by the time children reach the age of five, they are attaining skills in line with those expected for their age. In the Nursery children are able to develop skills appropriate for their age, through the use of a wide range of outdoor toys and equipment. Children confidently move around all the available space outside with increasing control. They explore different movements and adjust their speed to avoid collisions when riding bikes. In creative activities, they are able to manipulate small toys, control a simple mouse on a computer and hold pencils and crayons correctly. Many with support cut out simple items using scissors. In Reception, children explore open spaces in the hall when timetabled. They know the importance of warming up before exercise and can take turns. However, outdoor play is restricted to play times, which are shared with the rest of the school and the lack of suitable range of outdoor equipment limits progress.

Creative development.

127. Children make good progress in the Nursery and enjoy joining in simple songs. In very well planned musical activities in the hall, children explore a range of simple percussion instruments to accompany the piano. They sing tunefully and respond with enthusiasm. In art activities, higher attaining children look at themselves in mirrors and draw recognisable faces of a high standard, with suitable support and guidance, and manage to place their features in the correct places. Children enjoy making marks on paper. Role-play and dressing-up areas are well developed and supported by staff. Woodwork and simple technology activities enrich children's experiences.
128. In the Reception classes, children have enjoyed drawing sunflowers from direct observation, and explored using orange and brown paints to create the correct effect. Colour mixing activities, though appropriate, lacked sufficient direction, and as a result, while enjoying the experience, children, who were not monitored closely, did not make the best possible progress in understanding the effects of mixing two colours together. Similarly, other creative activities that lacked high expectations of behaviour did not allow the children to benefit sufficiently, or progress in learning. Where learning was supported and directed by a classroom assistant, however, progress was good - as in the case of a small group of children exploring the making of jelly.

ENGLISH

129. Standards of attainment at both key stages are below the national averages.
130. In National Curriculum tests at Key Stage 1, overall standards improved gradually from 1996 to 1999, by which time the average points score for reading was well below the national average and below the average for similar schools; the average points score for writing was well below the national average and broadly in line with the average for similar schools. Results for 2000 were lower: the percentage of pupils attainment Level 2 and above in reading and writing was very low; those at the higher level (Level 3) were well below average in reading and below average in writing. Compared with the results of similar schools, both subjects were well below average overall.
131. The reasons why these results are exceptional and are not to be seen as setting a trend were discussed in the Attainment section above (paragraph 5). Current findings are that, at Key Stage 1, the percentage of pupils achieving the expected level in reading and writing is below average; nevertheless, the percentage reaching the higher level is above average.
132. Attainment in the National Curriculum tests at the end of Key Stage 2 has shown a gradual rising trend from 1996 to 1999, as at Key Stage 1. Results in the 1999 tests showed that the percentage of pupils achieving the expected level (Level 4 or above) and the higher level was well below the national average. The results were above the averages for similar schools. The 2000 results were at similar levels (well below average), though the comparison with similar schools shows them at an average level.
133. The current inspection's findings are that overall attainment by the age of eleven is below the national average and that the school is at least on line to meet its target for 2001.

134. Oral skills are satisfactory at Key Stage 1 and good at Key Stage 2. Speaking and listening skills are pupils' main strength in the subject. At Key Stage 1, pupils listen attentively to instructions and when following a text. They answer questions, wait for their turn and speak clearly when taking part in oral sessions and explaining a story. The older and higher attaining pupils at Key Stage 2 use spoken standard English competently when giving sustained answers, as in a Year 6 lesson where pupils discussed their responses to C.S. Lewis's *The Lion, the Witch and the Wardrobe*.
135. Pupils use technical language confidently when giving examples of similes and metaphors and are good at using talk to explore their learning. This was well illustrated in a Year 6 lesson where pupils engaged in role play and a "hot seating" exercise. Good oral skills were used to evade tricky questions and develop their understanding of a text. Pupils make good use of their speaking and listening skills across the curriculum, particularly during reviews and plenary sessions. Aural skills are particularly good in music when pupils play instruments and distinguish between the pitches of notes. Occasionally, pupils' excitement at Key Stage 1 affects their listening skills and, at Key Stage 2, the inattentiveness of a minority of pupils affects the flow of a lesson as well as their progress as they do not listen carefully.
136. Standards in reading are below average in both key stages; however, pupils of all ability respond positively to reading and make sound progress. At the start of Key Stage 1, pupils are insecure in using a range of reading strategies, in particular, phonic skills. Sounds are not well known and many are hesitant at blending them to build up words. During silent reading periods, pupils cannot always read the books and look mainly at pictures. In spite of the difficulties, the younger pupils enjoy listening to and making up stories orally and in writing. A very good example of this was in a Year 1 lesson where pupils worked collaboratively with the literacy consultant and their teacher to develop and write a story as a class. By the end of the key stage, the higher attaining pupils read confidently and accurately but are just below the national average. They self-correct errors and make good use of phonic skills for decoding unfamiliar words. They read independently and, when discussing their reading, they talk at length about characters and plot and explain why they like a story. Pupils also begin to read for meaning showing the ability to extract information in subjects across the curriculum - for example, developing a character profile in history and researching in geography.
137. By the end of Key Stage 1, the average attaining pupils begin to use decoding skills confidently based on their understanding of sounds. The lower attaining pupils and pupils for whom English is an additional language and are at the early stage of language acquisition, use pictures to assist them in their reading. They know the alphabet but remain insecure in using the sounds to pronounce words. However, pupils in a Year 2 lesson demonstrated the ability to understand and practise sounds using fans showing the vowels.
138. At Key Stage 2, pupils in Year 6 make good use of the guided reading sessions. The reading diaries are taken seriously and the high attaining pupils begin to summarise their reading and give a personal response to literary texts. These pupils read competently and are self-motivated readers. They read with expression and talk confidently about authors and their work. The average and lower attaining pupils still experience difficulties with reading and understanding of complex vocabulary or difficult ideas evade them. They understand the use of figurative language and talk with understanding about characters and plot and read non-fiction for information.
139. The rehousing of the school library has not been completed since amalgamation and this contributes to pupils' under-developed library skills.
140. By the end of Key Stage 1, writing skills are accurate for the high attaining pupils. They write independently and spell most words correctly. They produce a range of writing including simple stories and instructions with clear illustrations. These skills are displayed across the curriculum. For example, in history, geography and religious education, Year 2 pupils write in a variety of styles to convey information. In religious education, they wrote a list of rules independently. The lower attaining pupils' writing is well below the standard expected nationally. They are unsure about letter formation and many words are not recognisable. The lowest attaining pupils do not use the page correctly.

141. From the start of Key Stage 2, pupils produce a range of writing. The higher attaining pupils are confident in their use of language and apply grammatical features accurately. Most punctuation marks such as inverted commas are used correctly as seen in their story, *Fatsia*. Years 5 and 6 use planning effectively to gather ideas and structure their compositions and other writing activities such as play scripts. The average attaining pupils also structure their work accurately when doing extended writing but are less secure with technical skills. The lower attaining pupils apply basic grammatical features accurately when engaged in language work but do not use the taught skills when undertaking creative writing or other forms of written work. Overall, pupils' ability to articulate answers is not translated in their writing and this is the weakest aspect of the subject. Technical skills are not applied accurately and, although they plan and draft their work, other processes of writing such as revising, re-drafting and editing are not practised. Spelling is weak in both key stages and most pupils do not make good use of word banks or dictionaries to check their spelling. It is the higher attaining pupils who use the thesaurus and dictionaries to find interesting words and correct spellings. The younger pupils in Year 2 make good use of information technology to improve their reading, writing and spelling.
142. Overall, the presentation and handwriting skills of most pupils are untidy. There is not a standard format for presenting work and far too many of the older pupils use only pencil for writing. This aspect of their work has not improved since the last inspection.
143. Pupils have a positive approach and enthusiasm for the subject. They take turns when answering questions and respond well to instructions and take part in all activities. From Year 2 upwards, pupils demonstrate good attitudes as they apply themselves to reading quietly when they have finished working early. There is a very small minority of disruptive pupils; however, other pupils work consistently well and are not diverted when such pupils display unacceptable behaviour.
144. The quality of teaching is overall satisfactory at Key Stage 1 and good at Key Stage 2. Teaching displays many good or very good features throughout both key stages. There was one excellent lesson in Key Stage 1. Lessons are well planned in both key stages and attractive, well chosen resources are used to engage pupils and develop their curiosity. The excellent and very good lessons enthuse pupils and create a high level of excitement that pushes them to work hard. In these lessons, expectations are high and pupils are presented with tough challenges, and are constantly reminded to think deeply about their oral answers and writing skills. For example, in the excellent Year 2 lesson, pupils were required to discuss and retell a story based on the whole class effort of writing an extended section. Pupils worked meticulously, drawing on the word bank, with the high attaining pupils using a reasonably wide vocabulary and using basic editing skills and a range of punctuation marks. In very good lessons, phonic skills are reinforced to help pupils with their spellings and reading. In the Year 2 lesson pupils responded positively to the use of the synthetic approach using the fan with the vowels to teach letter sounds. The method of singing ditties to reinforce a vowel sound contributed to pupils' recognising sound patterns. In a Year 6 lesson, enthusiastic teaching combined with very good classroom management, clear instructions and targeted work for each pupil had a very strong effect on pupils' learning.
145. Other characteristics of good teaching at Key Stage 2 include the rigorous review of previous work and plenary sessions. Teachers use questions effectively and will often ask secondary questions to assess pupils' understanding of the work and develop their oral skills. The good classroom management and organisation are positive features of teaching as this contributes to pupils settling down to their work immediately.
146. At Key Stage 1, teaching has less impact on learning when the pace is slow. In these lessons, pupils are passive learners, relying on teachers and support staff to read and spell most words. Teachers' expectations are not high enough and resources are too small, resulting in pupils' restlessness. At Key Stage 2, teaching fails to have a good impact when there is a low expectation of behaviour and of what pupils can do; in these lessons, pace is slow with the result that a minority of pupils present challenging behaviour. Overall, support staff are well deployed in English lessons but tend to adapt a passive role during the introduction and plenary sessions.
147. Statutory requirements are met; however, assessment is underdeveloped and is not used to inform curriculum planning or set clear targets for pupils to improve their work. Work is carefully marked but comments do not show how pupils can improve their work. There is need for a wider

range of readers for lower attaining pupils.

148. An experienced teacher, recently appointed to the post, leads the subject. She is involved in the monitoring of planning and has reviewed standards of work, though this and the monitoring of teaching have not been carried out on a regular basis. The co-ordinator, as a member of the senior management team, is presently developing plans to raise the standard of teaching and learning and thus the standards of attainment.

MATHEMATICS

149. In the 1999 National Curriculum tests for seven-year-olds, pupils' attainment at the expected level (Level 2 and above) was well below the national average. The results at the higher level (Level 3) were well above the national average. The overall results were well above average compared with those of similar schools. The trend over time shows a very steep rise in standards in 1996-7, followed by a steady rise until 1999. Results in the 2000 Key Stage 1 National Curriculum tests fell at the expected level, to become very low in comparison with schools nationally but results at the higher level remained well above the national average. The overall results compared with similar schools for this year are average. As discussed elsewhere in this report, the decline suggested by the most recent results is not reflected in the school's current work. Attainment in the present Year 2 is below average overall.
150. National Curriculum test results for eleven-year-olds show a gradual rise from 1996 to 1999, when results at the expected level (Level 4 and above) were well below average and those at the higher level were below average. These overall results were above the average of similar schools. Results in 2000 fell, as discussed elsewhere; results at the expected level were very low compared with the national average and those at the higher level were well below average. Compared with similar schools' results, they were well below average.
151. As at Key Stage 1, the school's current work does not reflect this apparent decline in standards. By the time they are eleven, pupils' attainment is below average overall, showing improvement which reflects the beginning of the impact of the recently introduced setting in Years 5 and 6.
152. Younger pupils in Key Stage 1 recognise common shapes and know that two-dimensional shapes are flat. Some make shape patterns using beads, though they are not yet confident in doubling numbers. More able pupils, though in the minority, recall simple addition and subtraction facts and work out change from small amounts of money. Pupils' mental calculation at this stage is not yet well developed.
153. Many Key Stage 2 pupils continue to consolidate and extend their numeracy skills. Pupils' mental calculations are developing well, overall. Higher attainers at the top end of the key stage have a clear understanding of decimal notation and the place value of decimal numbers. Many have started ordering fractions on a number line; others are aware of the meaning of *denominator* and *numerator*. Many understand the meaning of equivalence and some convert quarters into mixed numbers. Less able pupils show mixed numbers pictorially. Younger pupils use number lines to sequence numbers with some demonstrating a clear knowledge of the ten-times table. Some identify regular and irregular polygons, showing a consolidation of the understanding of polygons and their properties. Pupils have experience of data handling and understand how to display information on various types of graph. Other subjects of the curriculum contribute to the development of pupils' numeracy skills, such as data collection in science and information technology.

154. The quality of teaching is satisfactory overall, with some good and some less than satisfactory features in Key Stage 1. In Key Stage 2, teaching is satisfactory with some good or very good features, but occasionally it is less than satisfactory. Teaching is generally characterised by secure subject knowledge, sound planning and appropriate use of resources. In good and very good teaching, effective questioning is often rooted in good subject knowledge, and sensitive organisation and management enhance pupils' participation, while keeping them working even when they find tasks difficult. Such teaching, observed mainly in Key Stage 2, also incorporated differentiated tasks and provided useful feedback. Teaching was less than satisfactory when teachers' strategies did not succeed in motivating pupils who, as a result, made little progress in the lesson. Assessment is not well used to assist planning and there is inconsistency in marking. Procedures for record keeping have been drawn up and a timetable for assessment has been worked out. Teachers set home work, though not consistently.
155. The quality of learning in Key Stage 1 is satisfactory, and sometimes good, but sometimes show unsatisfactory features. Some pupils were observed making satisfactory progress in their knowledge and understanding of number and money facts. In Key Stage 2, learning is satisfactory with relatively more good features. Many pupils were observed concentrating well, working in pairs successfully and recording their work effectively. Careful listening on the part of some pupils led them to make good progress in lessons and enabled them to explain the methods they used. Year 3 pupils were observed learning to sequence numbers. Many pupils in Year 4 learn about shapes while older pupils develop their concept of fractions. Pupils' positive attitudes and good standard of behaviour often contribute to their learning. Many concentrate well. Some were, however, found lacking in concentration in both key stages. Disruptive behaviour, on the part of a minority of pupils, affected their progress and the pace of lessons. Most pupils with special educational needs and those learning English as an additional language respond well to individual support and make good progress, overall, though lack of English sometimes prevents some of these pupils from contributing fully to lessons. There was no significant gender difference observed in pupils' learning.
156. The mathematics curriculum is broad and balanced. The National Numeracy Strategy is satisfactorily established and its use across curriculum is sound, though there is some inconsistency in approach in respect of mental arithmetic. The school is currently using the Qualifications and Curriculum Authority scheme of work, but the subject policy remains to be updated. Long and medium term planning supports teachers well, but short term planning does not reflect a whole school approach. Resources are adequate and well used across both key stages. The co-ordinator, who is new to the job, has already identified the need for monitoring of teaching in order to raise standards of attainment in mathematics.

SCIENCE

157. In 1999, the school's results in the Key Stage 1 teacher assessments at the expected level (Level 2 and above) were well below the national average and below the average for similar schools; at the higher level (Level 3), results were above the national average and well above the similar schools' average. At Key Stage 2, results in 1999 at the expected level (Level 4 and above) were below average and, at the higher level (Level 5), they were average. Compared with the results of similar schools, the overall results were above the average.
158. Standards at both key stages fell in 2000, such that, at both key stages results at the expected levels were very low compared both nationally and with similar schools. Results at the higher levels were well below average.
159. The inspection's findings are that current standards of attainment are below the national averages for pupils at both seven and eleven years of age. The inspection found that standards are broadly similar to those reported at the time of the inspections of the separate infant and junior schools before their amalgamation. Attainment in the subject is much more in line with the steadily improving results in the subject for pupils of seven and eleven between 1996 and 1999, and the decline registered in those for 2000 is not indicative of a downturn in standards over time, as discussed elsewhere. Pupils' current work indicates strongly that attainment is on line to recover at least to 1999 levels by the end of this school year.

160. By the time they are seven, pupils understand the differences between living organisms and objects which have never lived. They explore the use of their senses, and learn to describe how different materials feel. Pupils list types of food necessary for healthy growth, and many understand that these nourish the body in different ways. Most pupils can sort food into different categories, and some understand the part that each category plays in healthy living. For example, some pupils know that bread, rice and potatoes provide energy and that vegetables and fruit are essential for good health. Pupils record what they have learnt in pictorial form, but have insufficient opportunities to clarify their thinking or to demonstrate their understanding by recording what they know in their own words. Average and higher attaining pupils in Year 2, for example, are not always encouraged to write a simple explanation of what they have understood, and the tasks that teachers set sometimes expect too little of pupils.
161. Pupils build satisfactorily on their prior learning as they move through Key Stage 2. By the age of eleven, pupils understand the essential differences between solids, liquids and gases, and know that some substances change their state when heat is applied. They examine the effects of dissolving substances in water, and how these behave differently when stirred or heated. Some pupils have the opportunity to conduct their own experiments, while others learn from demonstration by the class teacher. Pupils in Year 5 learn about changes to the human body from early childhood to old age. Higher attaining pupils write in general terms about the different capabilities of the human body at different stages of life. Pupils of average attainment make a record of their own growth, while lower attaining pupils make a pictorial record of the human life cycle. Younger pupils in the key stage experiment with magnets, determining which substances they attract. More able pupils begin to discern that metals react differently to the influence of a magnet, and explain the differences they notice. Progress at Key Stage 2 is good in those lessons where pupils investigate, observe, collect and record their own evidence. However, opportunities for pupils to experiment and to record independently the results of their investigations are not offered regularly enough in all classes, with the result that pupils' knowledge and understanding are sometimes insecure. Pupils of different attainment make equally satisfactory progress in their learning. Most ancillary staff support pupils well, using initiative and questioning effectively to clarify the understanding of lower attaining pupils.
162. The quality of teaching is satisfactory overall at both key stages. While it is uniformly satisfactory at Key Stage 1, there is greater variation at Key Stage 2 where good or very good teaching was observed in almost half of the lessons seen. In these lessons, pupils were challenged to make predictions and investigate different phenomena. This led to relevant discussion between pupils that provoked their thinking and deepened their understanding. In these good lessons, the teacher moved constantly between groups of pupils, probing their knowledge and leading them forward to the next stage in their thinking. In one very good lesson, for example, the teacher had high expectations that results would be recorded accurately and in sufficient detail, and generated a real enthusiasm among the pupils that contributed significantly to the quality of their learning.
163. Across the school, teachers use questioning well to determine pupils' level of knowledge and understanding. Pupils are generally well managed, although in a minority of lessons a few pupils disrupt the flow and slow the pace. Teachers generally display a good knowledge of the subject, but sometimes tasks are set which are either too difficult or not challenging enough for pupils, and this reflects the lack of available information from assessment.
164. Most lessons are well planned, although in a minority of lessons pupils do not have enough time to complete the task set in sufficient detail because introductions are too long. Teachers explain the objectives of their lesson to pupils; these contribute positively to pupils' understanding when these are articulated clearly and simply, but sometimes they are couched in language too difficult for pupils to follow. The tasks set for lower attaining pupils are generally well adapted for their learning needs; some ancillary staff offer sensitive help, clarifying pupils' understanding and providing constructive support for written work.
165. The school has a new science co-ordinator who has already made an accurate assessment of strengths and weaknesses in the subject and has set out appropriate priorities for its development; these are sharply focused on raising standards, including the need for regular monitoring of teaching and attainment. The range of learning opportunities is sufficiently broad. However, those for scientific enquiry are not offered in all classes with enough regularity, and

pupils do not always record what they know and understand in sufficient detail, missing opportunities for the development of pupils' literacy skills. There are plans to assess regularly the progress of each pupil and to use this information as a basis for planning the next stages of learning, but because this does not yet take place systematically, teachers expectations are not always well matched to the abilities of their pupils. There is sufficient science equipment, but there are not enough books to support teaching and learning. Teachers generally use resources well to support their teaching.

ART AND DESIGN

166. The very recent amalgamation of the school, the movement of classrooms and rebuilding works over the summer meant that little past work was available to scrutinise. Also, because of timetabling arrangements, little teaching was observed. Judgements are made on current displays and observing children's work in other lessons. No judgement on the quality of teaching can be made.
167. Standards of work in the aspects seen are good throughout the school, and progress in portrait painting and sketching is particularly good. By the age of seven, pupils draw simple self- portraits from observation showing good observations of features. These skills progress and, by the age of eleven, pupils are able to produce recognisable portraits of different people in different styles, using a variety of techniques. Work of an exceptionally high standard was seen in Year 6, where a pupil had used shades and tones of paint very effectively to create a portrait of Anne Boleyn, showing a mature understanding of the character.
168. Throughout the school, art is effectively linked to other subjects such as religious education; for example, in a Year 3 class, pupils have made careful representations of Mindoli hand patterns using gold paint and pencil sketching. In Year 5, close sketches from the direct observation of a Victorian knife box show good skills and techniques. Pupils throughout the school take pride in their work. The use of sketchbooks, however, is not systematically developed for pupils to try out their ideas and refine and develop their techniques. Pupils do not have a portfolio to keep their best work, and therefore have no opportunity to assess how they have progressed.
169. The curriculum co-ordinator has only been appointed for two weeks and has not yet had the opportunity to gather evidence of past work. However, the subject action plan with its evaluation of strengths and weaknesses was diligently carried out and appropriately identifies a serious gap in resources which has been rectified by the placing of a big order. The role of monitoring of teaching and standards is yet to be developed and there are no assessment procedures.

DESIGN AND TECHNOLOGY

170. Lessons were not taught during the inspection and there was no evidence of pupils' work to review their attainment in the subject. It is therefore not possible to make overall judgements on standards or on the quality of teaching.
171. A review of planning shows that teachers' understanding of the subject is generally appropriate and that some aspects of the design process are followed, including identifying a designing brief, research and developing ideas.
172. However, the subject is not balanced in the timetables for all classes or year groups. There is little co-ordination and management because of the long term absence of the co-ordinator and as a result, there is very little structured planning to ensure that all of the important aspects of design and technology are addressed. There is no indication that teachers are prepared for Curriculum 2000. The senior management team is aware of the lack of development since the amalgamation and has identified curriculum planning and development in the school development plan. However, this is not set within a time framework and is a serious concern.

GEOGRAPHY

173. Pupils' attainment is below national expectations by the end of Key Stage 1 and well below by the end of Key Stage 2. Despite this, some attractive display work was seen in classes and around the school, including examples of the children's writing. There was evidence that the school takes children to places of interest in the locality and has developed links with schools in other parts of the world, such as Barbados.
174. Year 1 pupils tour the school, noticing similarities and differences. They ask questions and demonstrate genuine interest in the new staff room. In class, children worked quietly and took care over their maps, although their understanding of the task was variable. Children are becoming more aware of their surroundings. Year 2 pupils carry out a locality study by comparing an island with the local area. Using the book *Katie Morag and the Two Grandmothers*, they are able to make observations and comments about similarities and differences on the Isle of Skuay and locally. But the geographical learning is limited. and pupils are showing only the beginnings of the development of a geographical vocabulary.
175. In Key Stage 2, a small number of lessons was observed during the inspection. However, from observations and the scrutiny of pupils' work in displays, attainment is well below expectations for their age. The progress made by pupils of all abilities including those with special educational needs and pupils who speak English as an additional language, is slow.
176. The overall quality of teaching is unsatisfactory. Teachers plan in year groups but have little access to subject expertise other than the scheme of work, and this has contributed to the variable quality of the children's work observed. In some lessons there is no evidence of appropriate planning and there is insufficient structure and guidance. Learning intentions are sometimes unclear and insufficient opportunities are taken to develop geographical knowledge and skills. In other lessons more able children grasp the learning objectives well, while less able pupils and those with special needs struggle.
177. The present co-ordinator has assumed the role on a 'caretaker' basis, but it is currently very under-developed. There is a lack of staff expertise and a need for appropriate in-service training. There are no schemes of assessment and no arrangements for the monitoring of planning, teaching and standards of attainment. Resources are adequate though more atlases are needed.

HISTORY

178. Attainment by the end of Key Stages 1 and 2 is in line with national expectations. The quality of pupils' responses to questions is high. By the end of Key Stage 1, pupils display a good understanding of the differences between past and present when discussing the lives of famous people. They have good oral skills and respond well to questions when identifying well known people. In their work on Florence Nightingale, Year 2 pupils were able to explain why she chose to go into nursing and the impact of her work on nursing. Pupils' comments and ability to use talk to explore their learning helped them to compare and contrast nursing then and now and understand why Nightingale was known as the Lady with the Lamp. Their work demonstrates coverage of the key elements of historical knowledge and facts; in particular, the high attaining pupils read and extract information to build up a simple fact profile on her life and work. Average attaining pupils make good use of a word bank to write sentences about Nightingale's work. At Key Stage 2, Year 5 pupils working on Victorian Britain showed the ability to examine and categorise artefacts and draw conclusions about their use, the technological changes since and link their uses to a social class. By the end of the key stage, Year 6 pupils begin to acquire an increasing understanding of how to frame questions and research into events, as seen in their work on the Wars of the Roses. Pupils are inquisitive in history lessons and listen attentively with concentration and interest. They behave exceptionally well and collaborative work is good.

179. Teaching is good and opportunities are provided for pupils to interpret history and communicate their awareness and understanding of historical events. The working atmosphere is always positive and the pace is brisk with time constraints built into most activities. A selection of very good resources is used at Key Stage 1 to develop pupils' curiosity and this leads to pupils' generating questions and making comments. Overall, the use of maps, artefacts and videos, as well as organised trips, such as the Year 6 visit to Hever Castle, contributes to pupils' learning and keen interest in the subject. Questioning is good as is the use of praise. Pupils' contributions are valued and used to extend their understanding of the subject. There is always a review of previous learning as teachers use talk effectively to elicit responses, assess understanding and encourage pupils to interpret information. Key elements are made relevant through encouraging pupils to think about the impact of events on their lives. For example, pupils were able to link their births in St Thomas's Hospital with Florence Nightingale's work. Work is carefully matched to the needs of pupils and good opportunities are provided for pupils to work independently as seen in Year 2 lessons where average attaining pupils worked without constant supervision.
180. The subject meets statutory requirements and progression is facilitated through use of the Qualification and Curriculum Authority's scheme of work. However, there is no permanent co-ordinator and, as a result, there is a lack of leadership and direction for developing history as a serious foundation subject. The history strand is not balanced in all timetables and monitoring and evaluation are not set up. There is no action plan to ensure the development of the new curriculum and there are no procedures for assessment.

INFORMATION TECHNOLOGY

181. Pupils' attainment is below national expectations overall by the ages of seven and eleven. This is largely because pupils have had limited access to computers and because the small number of machines has made the teaching of skills very difficult. This is all set to change; the school has a new information technology room, ready equipped for a network of 15 computers with Internet link. The machines are being ordered and the suite should be ready for use within a few weeks.
182. Pupils throughout the school regularly use word processing in lessons across the curriculum. For example, during a science lesson for Year 5, a learning support assistant was working with a group of special needs pupils, helping them to describe the dependence of a baby on its parents. Pupils in Year 2 know how to open a word processing program. They type a sentence and know how to start a new line. They are familiar with cursor keys and can print their work. But their keyboard and mouse skills are under-developed and they are uncertain how to retrieve stored work. They have limited experience of handling data or control technology.
183. Most Key Stage 2 pupils have used CD-ROMs to search for information. Year 6 pupils are familiar with word processing. They open the software and are familiar with techniques for altering the appearance of text, such as font size, bold or italics. They are not so experienced with editing procedures such as copy, cut and paste. They need help to retrieve work stored on a floppy disc and find it difficult to import information from other applications without help. Those who have computers at home have more developed skills than those who do not. Pupils also have experience of simple data handling, such as producing graphs and changing the style. They have limited familiarity with control technology or the use of sensors.
184. In lessons where information technology skills are taught directly, pupils' skills are at a higher level. For example, both Year 4 classes were observed learning how to edit and improve text to emphasise the most important parts. Pupils embolden text, change its size and alter its position.
185. Teaching was observed in Year 4 only, where one good lesson and one satisfactory lesson were taught. Elsewhere, pupils were observed working on computers on their own or being supported by learning assistants. Thus, no judgement on the overall quality of teaching can be

made. One lesson was lost through a last minute change in the timetables. Because of the lack of equipment until this term, teachers have been unable to give each pupil enough time per week

on computers.

186. The co-ordinator has undertaken an audit of teachers' competence in the subject and found a great variation in the levels of expertise. She is planning in-service education when the new suite is functioning to raise all teachers' knowledge and understanding.
187. The subject is well managed by the co-ordinator, though she has had the job for only five weeks. She has good vision and a clear and challenging action plan. She has ensured that all teachers have seen the national scheme of work which has just been adopted by the school and is aware that many of the pupils will not be able to start it at the appropriate level for their age because of lack of previous experience. She is planning assessment tasks and a method of self-assessment by pupils, though none of this has happened previously. The planning of the information technology suite has been well thought out and the school employs a full time technician who will look after equipment and support teachers in using it.
188. The complete change in the circumstances of the school since its last inspection and the coming big developments in the subject make comparison with the last report fruitless.

MUSIC

189. Overall attainment is in line with that expected of pupils at the end of Key Stage 1, and it exceeded it in the one Key Stage 2 lesson observed. No lesson in Year 6 was observed. Standards of singing are good across the school.
190. Key Stage 1 pupils demonstrate a growing understanding of sounds and their effects. They recognise sounds made by different instruments such as the piano and the tambourine. Their understanding of high and low notes was reflected in their singing of *London's Burning* and *Algy*. They clap appropriately, showing a gradual improvement in their time keeping. Many Key Stage 2 pupils have started locating notes on the guitar. They compose and confidently play a piece all the way through, though they have not yet started to evaluate each other's performance. Most pupils can sing in tune well, showing appropriate use of dynamics. More musically aware pupils show a very good understanding of singing together with very good diction and clear control of pitch and musical expression. The majority of pupils perform, compose and listen to music, making good progress in all three aspects. The school has a separate music room, and a specialist tutor for instrumental music has been appointed.
191. Teaching is good overall in both key stages and there were examples of very good teaching. This is rooted in good specialist knowledge and expertise. The two music specialists use their knowledge and understanding well to help pupils make progress. Careful planning enables pupils to experience a good range of musical activities, and good standards of discipline ensure that pupils remain on task and lessons have a brisk pace. The effective use of resources enhances the quality of teaching. Good use of questioning enhances pupils' listening and raises their awareness of how to handle the instruments.
192. The quality of learning is consistently good. Pupils respond to the teacher's high expectations with a high level of motivation and interest. Their singing in and out of lessons demonstrates high levels of participation and collaboration. They are very enthusiastic about playing instruments. They progress well in lessons and over time. Effective consolidation and extension of musical terminology reflect a particular gain in pupils' learning. Pupils show a sense of enjoyment and achievement in all music activities, expressing delight in their performance. Pupils with special educational needs and those speaking English as an additional language make good progress and enjoy their lessons.
193. The school has adopted the Qualifications and Curriculum Authority scheme of work which facilitates progression in learning. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. It is adequately resourced with a supply of instruments of reasonable quality, which are stored in the separate music room. The subject is satisfactorily co-ordinated and managed. There is, however, little formal assessment. The co-ordinator's role is also under-developed in terms of monitoring of teaching and attainment.

PHYSICAL EDUCATION

194. At both key stages pupils make good progress and attain standards above those expected for their age. A good balance of activities is planned throughout the year and all pupils in Key Stage 2 have the opportunity to go swimming. A range of extra-curricular activities is planned and specialist coaching supports the subject. Owing to the modular arrangements for teaching the separate elements of the curriculum no lessons were observed in dance or gymnastics. It is not possible therefore to report on standards in those areas.
195. Key Stage 1 pupils have a good awareness of space and are developing good body control in order to balance and travel in different ways. They are making good progress in fielding skills. By the age of seven, pupils throw, catch, and successfully aim a range of balls and beanbags at targets. In Key Stage 2, cricket skills are very well developed and specialist coaching is effectively used to motivate and develop pupils' interest. By the age of eleven, pupils' fielding skills are well developed. Pupils successfully participate in short cricket matches; they bowl, field and bat with good all round skill. Swimming is undertaken at the local leisure centre, where pupils are taught by local authority coaches. Pupils overall make satisfactory progress, and by the time they reach eleven, most pupils are safe in the water and can swim short distances. However, the needs of high attaining pupils are not being met. All pupils whatever their ability are taught together; this does not challenge those pupils who are already confident in the water.
196. Teaching observed in Key Stage 1 overall was good, but with some unsatisfactory teaching. Successful teaching was well-planned, carefully organised and supervised with high expectations of behaviour that allowed pupils to develop and progress within the confines of the task set. In this way, pupils were able to think about their movements and make suitable progress. Clear evaluations of performance by teachers led to pupils improving their skills, although less well developed were opportunities for pupils to be involved in the self-evaluation of their work. Less successful lessons did not suitably challenge pupils, did not set high expectations of behaviour and teachers lacked confidence. Little teaching was observed in Key Stage 2, although the teaching observed was good overall. Teachers demonstrated good subject knowledge, and used demonstration effectively to improve and refine pupils' skills.
197. The subject is currently co-ordinated by the deputy headteacher although the co-ordinator's post has recently been advertised. The subject's action plan is a relevant document that has identified appropriate areas for development. In particular, the high number of pupils who are not suitably dressed for physical activities is of continuing concern and is an issue that has not been addressed in Key Stage 2 since the last inspection. Observations from the inspection confirm the school's findings that numbers of pupils remain unable to participate due to the lack of suitable clothing. Their presence at the side of the hall makes the management of the lesson difficult for staff. Staff, however, do not always provide suitable role models in this respect - some staff were observed teaching in unsuitable clothing.

RELIGIOUS EDUCATION

198. Standards in religious education for pupils of seven years of age are in line with those expected by the Lambeth Agreed Syllabus. Pupils make satisfactory progress in their learning between the ages of five and seven, acquiring the expected understanding of their own uniqueness as individuals and of the special qualities of Jesus and the spiritual leaders of other faith communities.
199. However, standards for pupils by the age of eleven are below those expected by the agreed syllabus, and have declined since the time of the last inspection. Pupils do not make the necessary gains in knowledge and understanding as they move through Key Stage 2. This is because the subject has not been taught with sufficient frequency or in enough depth to ensure that pupils develop a coherent understanding of the basic principles of different faiths. While pupils of eleven can cite examples of customs and festivals practised by different faith groups, their knowledge of the beliefs they hold is less secure.

200. By the age of seven, pupils learn that certain days are special and give cause for personal or general celebration. They understand that faith groups celebrate at different times for different reasons, and explain some of the principal reasons why these days are important. For example, pupils know that the birth of Jesus is celebrated at Christmas, but are confused about details of the nativity story. They learn something of the history, customs and belief of the Jewish people, and have some fundamental knowledge of Islam. Pupils understand that holy books such as the Bible, Qu'ran and Torah are very special to their users, and are taught to treat them with due respect. They know that each religion has a particular place for worship, that different rites are associated with each, and that religious leaders have the task of guiding believers and interpreting the word of God.
201. Pupils do not make the progress expected in their learning between the ages of seven and eleven, and there is little evidence that pupils have been taught the subject systematically or coherently in the classroom before the current term. For example, pupils know that Christians believe that Jesus was the Son of God, but have difficulty in recounting any of the stories he told or the names of his friends; neither have older pupils made expected gains in their understanding of Islam. Pupils understand that different religions have particular rituals associated with worship and explain differences in customs and practices, accounting for some of the reasons for them. However, they are less certain about the similarities and differences in the beliefs of the major religions. Pupils at Key Stage 2 are taught well to value their own beliefs, and to respect those of others.
202. The teaching of religious education is satisfactory at Key Stage 1, but over time the provision is unsatisfactory at Key Stage 2 because pupils do not make the expected progress in their learning. This is because the subject has not been taught with sufficient frequency. However, the inspection found considerable recent improvement at both key stages, both in the regularity and the quality of teaching. Good lessons were seen across the school, and some very good teaching was observed at Key Stage 2. Teachers at both key stages display good knowledge of the subject, offering clear explanations and using resources well to enrich pupils' learning. In one good lesson at Key Stage 1, for example, the teacher drew on a variety of sources, skilfully using both Jewish and Christian tradition to link the idea of precious objects to the uniqueness of people in the eyes of God. Generally, lessons across the school are well structured, with appropriate time allocated for oral and written tasks. In some lessons, however, pupils are not challenged to write in sufficient detail about what they know and understand, and this means that their learning is less secure than expected. Pupils with special educational needs make satisfactory progress, and are generally well supported in lessons.
203. The curriculum for religious education is sufficiently broad at both key stages, and the subject is now taught frequently enough to ensure that pupils build systematically on their knowledge and understanding. The subject co-ordinator, recently appointed and temporarily in post, has made an accurate identification of the strengths and weaknesses of the subject. She has a good overview of the curriculum in Years 1 to 3, but is less familiar with the work of older pupils. Teachers are becoming acquainted with a new, published scheme of work, but its introduction is far too recent for an evaluation to be made of its impact on teaching and learning. Monitoring of teaching and learning has not yet taken place and there are no systems of assessment.
204. Religious education makes a significant contribution to the school's provision for pupils' spiritual, moral and cultural education. Resources for the subject are generally satisfactory, although there is a lack of pupils' books on Christianity. The provision of artefacts to enhance pupils' learning is good. Representatives of different faith groups, such as the Spinnaker Group, sometimes visit the school to share their experience and beliefs, but such visitors are generally not used with sufficient frequency. Pupils sometimes visit places of worship, but visits of this kind are not used systematically to enrich pupils' understanding.