

INSPECTION REPORT

ST LEONARD'S CE PRIMARY SCHOOL

Streatham

LEA area: London Borough of Lambeth

Unique reference number: 100617

Headteacher: Tim Callaway

Reporting inspector: Brian Espiner
30600

Dates of inspection: 4 - 7 December 2000

Inspection number: 224418

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	42 Mitcham Lane Streatham London
Postcode:	SW16 6NW
Telephone number:	020 8769 2712
Fax number:	020 8664 6025
Appropriate authority:	The governing body
Name of chair of governors:	Rev Jeffrey Wilcox
Date of previous inspection:	21 - 24 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Espiner 30600	Registered inspector	Science Information and communication technology Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? (lead) What should the school do to improve further?
Julian Vischer 8992	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? (lead) How well does the school work in partnership with parents? How well is the school led and managed? (support)
Daphne Nock 8153	Team inspector	Mathematics Art and design Design and technology Music Equal opportunities English as an additional language	How good are curricular and other opportunities offered to pupils?
Robert Lever 16492	Team inspector	English Geography History Special educational needs	
Terry Mortimer 18849	Team inspector	Foundation Stage	How well does the school care for its pupils? (support)

The inspection contractor was:

Full Circle
35 Trewartha Park
Weston-Super-Mare
North Somerset BS23 2RT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Leonard's is a voluntary aided Church of England primary school in the centre of Streatham with 205 pupils on roll. About half the pupils are from ethnic minority backgrounds, and 22 per cent come from homes where English is not the main spoken language, a very high percentage nationally but low for Lambeth, at a little over half the average for Lambeth schools. Twelve per cent of pupils are at an early stage of English acquisition. A substantial number of pupils are from a fairly high socio-economic background, and a substantial number are from a fairly low socio-economic background, so, although the background of pupils evens out as 'average', this term has little meaning, as it varies greatly. Similarly, attainment on entry is 'average', but with a very high variance. Twenty one per cent of pupils have special educational needs, which is about average nationally, but seven pupils (3.4 per cent) have Statements of Special Educational Need, and this is well above the national average. Twenty one per cent of pupils are entitled to free school meals, which is above average nationally.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards and teaching are satisfactory overall, and often good. Leadership and management are good. There has been considerable improvement since the last inspection. The school receives the lowest amount of money per pupil of any primary school in Lambeth. It provides good value for money.

What the school does well

- Standards in mathematics, reading, music and swimming are above average.
- Provision for pupils with special educational needs is good, and they make good progress.
- Attitudes, behaviour, personal development and relationships are good.
- Provision for personal development is good, and that for spiritual development is very good.
- The school cares well for its pupils, particularly in procedures for assessing attainment and progress.
- The school works very well in partnership with parents.
- The school is well led and managed.

What could be improved

- Standards in science, information and communication technology (ICT) and art are too low.
- There is insufficient challenge at Key Stage 2 for pupils capable of higher attainment in writing.
- The National Curriculum for ICT is not being fully taught.
- Not all subject co-ordinators monitor the teaching of their subject effectively.
- Attendance is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection, in May 1996, had five key issues for action. The first was to revise and implement schemes of work to give consistency and progress across the school. The school is now introducing the schemes of work from the Qualifications and Curriculum Authority, so response has been good. The second key issue was to ensure that assessment and marking were consistent and used well. Assessment is now good,

although marking still needs to be improved. The third key issue was to raise standards in ICT. This has been done, and standards are higher, though they are still not high enough as national standards have also improved greatly since the last inspection. The fourth and fifth key issues, to make sure that the staff follow the teaching and learning policies and that the discipline policy be used consistently, have been tackled very well. Since the last inspection, standards have improved in line with those nationally. Behaviour, pupils' attitudes, leadership and management, and the involvement of parents have all improved. Overall, improvement has been good.

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	B	C	B
mathematics	E	A	C	A
science	E	B	D	C

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

Results vary from year to year in every school. In 1998 Year 6 had fewer high attainers, and in 1999 more high attainers than usual, so nothing can be read into these variations from year to year. Results in science have been consistently lower than those in English and mathematics, a situation the school must rectify. In general, standards have risen in line with the national trend. The school sets reasonably realistic targets for numbers reaching the nationally expected Level 4 in English and mathematics each year. Since it usually exceeds these targets, it has sensibly and realistically raised them in English for 2001. Key Stage 1 results in 2000 showed that reading was average, writing below average, and mathematics well below average. Boys did far worse than girls, but the year had a high proportion of pupils with special educational needs, and most of these were boys. Overall, the school is achieving high standards in reading and mathematics, and doing less well in writing and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school. They are keen to start work in the morning, and talk with interest about what they are doing.
Behaviour, in and out of classrooms	Behaviour is good in general. Pupils are polite and considerate towards each other. They show good standards of self-control when in a queue.
Personal development and relationships	Personal development is good. Pupils are self-confident and show respect for each other's values and beliefs. Relationships are positive.

Attendance	Attendance is below average, and unsatisfactory. Punctuality is dealt with well by the school.
------------	--

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
46 lessons seen	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.

Ninety six per cent of teaching was satisfactory or better, 47 per cent was good or better and four per cent was very good or better. Teaching in English is satisfactory, although more able pupils are not sufficiently stretched in writing. Mathematics teaching is generally good, and some is very good. Science teaching is unsatisfactory, and not enough is done to cater for the needs of individuals, particularly the more able, especially in scientific enquiry. In literacy, teaching and learning are satisfactory, and in numeracy they are good. The teaching of pupils with English as an additional language (EAL) is satisfactory. There is good teaching of pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant, though some of the ICT National Curriculum is not taught, and building work hinders the provision of physical education. Extra-curricular activities are good.
Provision for pupils with special educational needs	This is good. Individual education plans are sufficiently detailed, and the level of support is good.
Provision for pupils with English as an additional language	This is satisfactory, although the school needs more dual-language books.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Overall provision for personal development is good. Provision is good for moral and social development and for spiritual development it is very good. Provision for cultural development is satisfactory, although the school's rich cultural mix is underused.
How well the school cares for its pupils	The school cares for its pupils well. Procedures for assessing attainment and progress are very good, with each child tracked from entry into reception to leaving school. There is good educational and personal support and guidance.

The school has very good links with parents, who are very positive about the school and the headteacher. The quality of information supplied to parents is very good. Overall, the school works well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has great energy, enthusiasm and vision, and is supported well by the senior management team. There should be more delegation to subject co-ordinators, particularly of the observation of the teaching of their subjects.
How well the governors fulfil their responsibilities	The governing body is strong and well led. Governors are committed, hard working and caring, and fulfil their responsibilities well.
The school's evaluation of its performance	This is good. Teaching, planning, the curriculum and standards are monitored and evaluated, leading to the formulation of a good school development plan and realistic and challenging targets.
The strategic use of resources	The astute governors' finance committee ensures prudent financial management. Governors apply the principles of best value, putting all large items of expenditure out to tender, and ensuring that the school gets good value for money.

Teaching and support staff adequately match the demands of the curriculum. Resources are satisfactory in general, except for bilingual books, large apparatus for physical education, and large wheeled toys and climbing apparatus for under-fives. A collection of historical artefacts needs building up. Accommodation is unsatisfactory at present, and will remain so until the new building is completed; for example, the lack of a school library hinders pupils' independent learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make good progress. • The school is well led and managed. • The school helps children become mature and responsible. • Parents feel comfortable about approaching the school with questions or a problem. • Teaching is good. • Behaviour is good. • Parents are well informed about how their children are getting on. • The school works closely with parents. • The school expects children to work hard and achieve their best. 	<ul style="list-style-type: none"> • Children do not get the right amount of work to do at home. • Parents have to leave their children at the door from the first day. • Parents rarely see comments on homework.

Teaching and progress are satisfactory rather than good. Otherwise, the inspection team is happy to agree with parents' positive comments. As usual, some parents think that there is too much homework, and some think that there is too little. Inspection evidence shows that the provision of homework is satisfactory, and sometimes, for example with higher-attaining pupils in Year 6 in mathematics, it is very good and adds greatly to their learning. The

inspection team is advising the school to review and possibly revise the policy of not allowing parents, particularly those of younger children, into the classroom. The school is also being advised to develop its marking policy further, to emphasise the importance of subject-specific comments and suggestions.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In national tests in 2000 at the end of Key Stage 2, attainment in English and mathematics was about the national average, and in science it was below average. Compared with that in schools with a similar number of free school meals, attainment was above average in English, well above average in mathematics and about average in science. Compared with schools with similar results in Key Stage 1 tests in 1996 (i.e. when the 2000 Year 6 were themselves in Year 2), attainment was average in mathematics, and in English and in science it was below average. These latter statistics are of limited value, however, as some higher-attaining pupils at the upper end of the school left to move into the private sector. This happens every year, and has the effect of lowering the school's Key Stage 2 results overall. Over time results are rising broadly in line with the national trend, with a dip in all three subjects in 1998 and a rise in 1999. Such fluctuations are not uncommon. In the 2000 national tests at the end of Key Stage 1, attainment was broadly average in reading, below average in writing and well below average in mathematics. Compared with schools with a similar number of free school meals, reading standards were above average, writing was average, and mathematics below average.
2. There have been differences in the attainment of boys and girls. At Key Stage 1, girls' results have stayed fairly constant, while boys' results have fallen. In 2000 boys were, on average, over six months behind girls in reading, nearly four months behind in writing and over six weeks behind in mathematics. There were a high number (34 per cent) of pupils, mainly boys, with special educational needs in this year, and this goes quite some way towards explaining the differences, and the generally low results in writing and mathematics. At Key Stage 2 the opposite was happening in 2000. Only two girls out of 12 reached the higher Level 5 in English. Only one did so in science, and none did so in mathematics. The school has looked into this, but can find no reason for it other than natural year-to-year differences. The inspection team could find no reason other than that. Inspection evidence shows that this year there is no significant difference between the attainment of girls and boys in Year 2 or Year 6.
3. At both key stages, standards in speaking and listening are average. Pupils enjoy listening to, and talking about, stories, rhymes and poems. Standards in reading are above average at both key stages. Pupils' obvious enjoyment of books is a strength of their learning. At all ages they like reading the shared text in the literacy hour and most do so with clear and expressive voices. Standards in writing are below average at Key Stage 1. However, the picture is more complex. The percentage of pupils attaining the nationally expected Level 2 is below average but the percentage reaching the higher Level 3 is high. This reflects the nature of the distribution of skills, knowledge and understanding of English on entry – a high number of pupils with relatively high attainment, who go on to reach Level 3, and a long tail of pupils with special educational needs, who struggle to reach Level 2. In Year 6, pupils write in an appropriate range of forms including newspaper reports, diaries, poetry, reviews, stories and biography. However, pupils at Key Stage 2 do not have enough opportunities to develop their ideas in sufficient detail or to tackle extended pieces of writing in English lessons or in other subjects. Work in books indicates broadly average standards of spelling. Punctuation is generally appropriate and handwriting is generally well formed.

4. At the end of Key Stage 1 pupils' attainment in mathematics is in line with the national average. Standards at Key Stage 2 are consistently good, and at the end of Key Stage 2 they are above average. By the end of Year 6 pupils develop a good grasp of mathematical vocabulary and are able to explain their mathematical thinking articulately. Most pupils have a good grasp of their multiplication tables. As a result their mental recall and calculation in the four rules are quick and accurate, and standards in mental mathematics are above average. Higher-attaining pupils are challenged very well by extension work in problem-solving and investigation, and their attainment in this area is above average.
5. Standards in science are below average, particularly in scientific enquiry. Pupils are not given enough responsibility for their own work, and the needs of more able pupils in particular are not met, with lessons being too teacher-directed. At the upper end of the school more able pupils do not design their own experiments or choose their own equipment. They record results as a class, direct from the board, without being given the opportunity to explore possibilities in order to achieve insight. Pupils' reports of experiments sometime miss vital parts, such as what they actually did. Pupils' knowledge of scientific facts is satisfactory, but talking to them shows that their understanding of the ramifications of these facts is limited. Analysis of recorded work shows that progress is uneven from year to year, reflecting uneven teaching.
6. Standards in ICT are below average, and some of the National Curriculum is not being taught. For some years there has been no computer control taught at Key Stage 2, and the school does not possess the hardware or software necessary for pupils to learn about monitoring physical processes. It has only recently been able to connect the junior classrooms to the Internet. This term pupils from Year 3 upward have started using e-mail and the worldwide web, and progress in learning has been rapid. Recognising the need for this rapid progress, the school has prioritised the raising of standards in ICT.
7. In other subjects, standards are satisfactory, except in art, where they are below average, and music, where they are above average. Pupils at Key Stage 2 sing tunefully and confidently in unison and in parts, and show a good knowledge and understanding of pattern and form. They are beginning to know the works of major composers. In art, Year 6 sketching consists almost entirely of drawing a single outline and colouring it in, like a cartoon. Pupils' knowledge of famous artists and the art of other cultures is limited. In design and technology, pupils understand the essential design - make - evaluate - review cycle. Because of the alternating nature of the history/geography timetable, it was not possible to judge standards of geography at Key Stage 2, although those at Key Stage 1 are average. Standards in history are broadly average, and pupils show appropriate knowledge of terms and dates. Because of the difficulties caused by the building of the new infant wing and the inclement weather, it was not possible to judge overall standards in physical education, though standards are average in gymnastics and above average in swimming.
8. Children at the Foundation Stage demonstrate the full range of attainment across the nationally recommended areas of learning. Overall the attainment on entry is not significantly different from that expected of children of this age range. Most of these children are on target to attain the agreed Early Learning Goals and make a successful transition to the work of the National Curriculum by the time they enter Key Stage 1. Inspection evidence from lesson observations indicates that children make at least satisfactory progress and a significant minority makes good progress. Children with special educational needs are identified promptly and given sensitive

support that enables them to participate in all aspects of the work and to make the best progress.

9. Pupils with special educational needs at Key Stages 1 and 2 are doing well against specific targets and goals and are making good progress overall, particularly when receiving extra support. The school uses assessment data from teachers, and standard assessment tasks and tests, to guide target-setting procedures in individual education plans. Pupils with EAL make satisfactory progress throughout the school, particularly when part of a separate group taken by the EAL co-ordinator within a specific lesson.
10. Pupils' attainment on entry is broadly average, but varies greatly between pupils. When pupils leave the school, standards in reading, mathematics, music and swimming are above average, and those in writing, science, ICT and art are below average. In other subjects and areas, standards are broadly average. Consequently, progress overall, including that of pupils with EAL, is satisfactory, and it is good for pupils with special educational needs. Overall improvement since the last inspection has been satisfactory. It has been rather better in mathematics and rather worse in science.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are good across all year groups. They are keen to start work at the beginning of the day. For example, in a Year 1 class they read very quietly during the registration period. In many lessons pupils work steadily with good levels of concentration, and apply themselves to the task even if instructions are not clear. Boys and girls organise themselves well, are confident, and are comfortable with school routines. Pupils know about the range of activities provided by the school, such as extra sport, and look forward to school excursions. They talk with interest about their work, visitors and visits they have made.
12. Pupils' behaviour in and around the school and in lessons is good. As they are led to and from assemblies, or queue up to wait their turn in the dining hall, they show good standards of self-control. Behaviour in both infant and junior assemblies was found to be very good. Pupils follow teachers' instructions. For example, as pupils from Year 5 made their way to the local leisure centre for swimming tuition, they behaved well. They crossed busy roads sensibly and waited patiently to go through doors as a group. Behaviour is good in the playground. When the bell is rung at the end of play pupils stop instantly and then, on the second ring, walk over to form their class lines. When occasional lapses do occur pupils respond well to teachers' admonitions. In lessons generally both boys and girls are patient and well behaved.
13. Teaching staff provide pupils with good role models in developing relationships and showing respect for one another's work. In a Year 3 lesson the enthusiastic teacher praised the effort made by one particular boy, and this evoked renewed application to the task by the rest of the class. Because of these relationships pupils are self-confident. Relationships are also positive between pupils. They are ready to apologise if they accidentally run into someone in the playground. As a result of these positive relationships pupils can show initiative and are keen to take on any responsibilities that the school can offer them. Elected pupils from Year 3 to Year 6 take their responsibilities seriously on the School Council as representatives of their year group. This is a significant indicator of positive relationships and respect for others, especially given the multi-ethnic make-up of the school. There were no incidents of bullying or oppressive behaviour noted during the inspection. Although

there were four recorded temporary exclusions last year, these reflect a sensible application of the behaviour policy rather than an undercurrent of poor behaviour.

14. Overall the school has built on and improved the standards reported in the last inspection. Pupils have below average levels of attendance, which mar an otherwise good record of positive attitudes and good behaviour. However, unauthorised absences, although worse than at the time of the last inspection, have been reduced this year. They are now the same as the national average. Most pupils come to school on time and registers are taken quickly and efficiently in all classes in both morning and afternoon. There is now little problem with latecomers.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching and learning throughout the school are satisfactory and often good. Mathematics, swimming and music teaching is good overall, and teaching in science is unsatisfactory. Not enough teaching was observed at Key Stages 1 and 2 in geography, art or ICT to make a judgement. Only four per cent of lessons seen, two lessons, were less than satisfactory. Forty seven per cent were at least good. However, the proportion of very good or excellent lessons was very small at four per cent. This also represents only two lessons, one very good and one excellent. Apart from these two lessons, there was a general lack of excitement in lessons observed by the inspection team. This could have been caused by the teachers' anxiety about the inspection, leading to a safe, but too conservative, approach to lessons during this period.
16. Both unsatisfactory lessons, one at Key Stage 1 and one at Key Stage 2, were in science. In both lessons teachers' expectations of what pupils could do were not well matched to actuality. Expectations were too low in one lesson and too high in the other. In science lessons in general there is little planning for individual needs, and pupils are not given enough responsibility for their own learning, especially the more able in scientific enquiry. In English, too, teachers do not provide sufficient challenge in writing for more able pupils.
17. The very good lesson challenged high mathematical attainers in Year 6. High expectations of their abilities in mental mathematics led to enthusiastic responses after deep and quick thinking. This also happened in two other good mathematics lessons with the whole year, where almost all pupils showed sharp and lively mental recall. The very good lesson followed on with a detailed consideration of the homework, an interesting problem on buying fireworks that had engaged all the pupils not only to think clearly and logically, but also to consider possible different methods of solution and strategies for problem solving. Had the teacher challenged the pupils to consider whether the solution was unique, the lesson would have been excellent. The teaching method used was itself excellent, a consideration of various methods of problem solving through the practical solving of very well-chosen examples. The teacher, not a mathematics specialist, showed very good knowledge of this area and great enthusiasm that was transmitted to pupils, ensuring hard work, good concentration and very good learning. More homework, of equally high quality, was given at the end of the lesson, and pupils were keen to do it. This lesson demonstrated very good use of homework, and was a good example of how it can enhance learning.
18. The excellent lesson was in singing with the whole of Key Stage 2. The teacher demonstrated excellent subject knowledge and performing ability, and used new technology (keyboards and an interactive whiteboard) very well to engage pupils and

demonstrate easily things that otherwise would be difficult to show. Despite intrusive noise from the building work outside, excellent relationships and mutual respect ensured the attention and interest of pupils, who knew that they were going to enjoy their learning and experience success. High standards of planning and presentation inspired pupils to perform to their best. Listening and composing activities added variation to the lesson and kept up interest levels.

19. Planning of lesson content for several levels of attainment takes place in literacy and mathematics, as required by the National Literacy and Numeracy Strategies, but this is not common in other subjects. Teachers do plan conscientiously, however, for different levels of support, resulting in satisfactory learning by pupils with EAL, and good learning by pupils with special educational needs. Learning support assistants offer skilled support and keep accurate records of these pupils' progress. Teachers take full account of the targets set out in individual education plans. These plans contain clear targets and are sufficiently practical for class teachers to implement when support staff are not present.
20. Teachers' management and control are generally sound, leading to satisfactory productivity and pace of learning. However, in some lessons, particularly in English and history, introductions are too long, affecting the pace of lessons, which becomes too slow. Pupils become inattentive and productivity falls off. There is a satisfactory use of homework. Younger pupils take reading books home, and learn spellings and number facts. Specific pieces of work or research are given to older pupils. The marking of work is not consistent. Although a few examples were seen of written comments on pupils' work to indicate what they should do to improve, this is not common practice. Most teachers simply tick work and sometimes, but not always, make an encouraging general comment. By not giving comments specifically designed to improve standards, an opportunity is missed here to enhance learning and share with pupils where they are and where they should be going.
21. The last inspection reported that teaching at Key Stage 1 was satisfactory, and it still is. The last inspection gave no overall judgement at Key Stage 2, stating only that it varied between very good and poor. So, although nothing can be said about overall improvement, the range has improved, since teaching at Key Stage 2 is now varying between excellent and unsatisfactory. Also, teaching was judged unsatisfactory then for lower juniors, whereas it is now satisfactory; and there are now no problems with discipline, which there were then. So improvement in teaching has been at least satisfactory.

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

22. The school offers a broad and balanced curriculum for pupils at Key Stages 1 and 2, with a good range of relevant and worthwhile learning opportunities. The previous inspection found that there was little evidence of some aspects of geography and the use and application of information technology. Key issues from that inspection included the need to revise and implement schemes of work to give a whole-school picture of consistency and progression, and to raise standards in information technology across the school. Since September, the curriculum reflects the introduction of Curriculum 2000 and the new curriculum for the Foundation Stage. The school has developed a comprehensive framework through adopting units from the Qualifications and Curriculum Authority documents to map work over the school year and enable progression. There has been good progress in formulating policies and schemes of work for all subjects of the curriculum so that on paper the school

now meets the National Curriculum requirements. There are gaps, however, in the provision for information technology at Key Stage 2, so statutory requirements are not currently being met. The extensive building work adversely affects the provision for physical education. Total weekly time is above the nationally recommended minimum at Key Stage 1 and in line with the national average at Key Stage 2.

23. The curriculum has an appropriate emphasis on English and mathematics, which meets the needs of all pupils and in particular the high proportion of pupils for whom English is an additional language. The school is implementing the National Literacy and Numeracy Strategies satisfactorily. This is beginning to have a positive impact on the standards attained by the pupils and the progress they make in English and mathematics.
24. Provision for those with special educational needs is good. The special educational needs co-ordinator provides individual support for pupils both in lessons and by withdrawing small groups for additional help. Support staff work closely with teachers to plan and provide valuable help for pupils, and they have a good knowledge of pupils' targets in the individual education plans.
25. Pupils who speak English as an additional language are well supported in lessons and are able to gain appropriate access to the National Curriculum. Teaching materials are suitably adapted to support them. Children with EAL are assessed on entry to the school or soon after by the school's specialist teacher, funded through the Ethnic Minority and Traveller Achievement Grant. The co-ordinator is fairly new to the role and has made a sound start to providing appropriate support for bilingual children in the school. Needs are prioritised and support is given within the mainstream curriculum. Welcome signs are on display around the schools in several scripts, and in one class 'Happy Birthday' is translated into the many languages spoken by children in that class. However, there is only limited evidence elsewhere to suggest that the school values and uses the mother tongue spoken by its pupils to celebrate diversity or enhance literacy skills.
26. The breadth, balance and relevance of the whole curriculum for children at the Foundation Stage are sound. Planning for children in the reception class is satisfactory and takes account of the Early Learning Goals. Provision for outdoor play is unsatisfactory as currently there is a lack of wheeled toys and balancing and climbing apparatus.
27. The curriculum is significantly enriched by the provision of a wide range of extra-curricular activities although many are open only to pupils at Key Stage 2. There are clubs for art, football and music after school, involving parents and members of the local community. The school choir meets weekly and this, with other after-school activities, helps to promote pupils' social development further. The quality of learning opportunities offered to pupils at both key stages is good; for example, the expertise of visiting specialists, such as an African drummer and a brass ensemble, and the many visits to museums, galleries and other places of interest.
28. There is satisfactory provision for pupils' personal and social education through the newly introduced Personal, Social and Health Education programme. 'Circle time' in class and discussions in assembly have a positive impact on developing the necessary skills. A formal sex education programme is currently taught in Years 4 and 6. The school's sex education policy is being reviewed.

29. There is a strong emphasis on equality of opportunity in the school policies and practices, to enable all pupils to enjoy equal access to the range of the school's curricular and extra-curricular activities.
30. The school is successful in making very good provision for its pupils' spiritual development. That for moral and social development is good. Cultural development is satisfactory. The very good provision for the pupils' spiritual development is evident in many aspects of school life and implicit in its Christian ethos, which underpins and enriches relationships. The school gives pupils good opportunities for reflection about many important issues, in class or in assemblies, led by the headteacher, class teachers and local clergy. Assemblies for each key stage take place each day and are of good quality. Pupils from a diverse range of cultural and ethnic backgrounds pray, sing, listen to a story and reflect on the theme. Positive attitudes are fostered towards appreciating that people have individual and shared beliefs on which they base their lives.
31. There is good provision for pupils' moral development, which permeates the life of the whole school. There is a well-understood set of values, which underpins all school activities. Pupils are polite and well behaved around the school and in lessons. They are aware of the high standards of behaviour expected of them. Pupils are given definite ideas of right and wrong, based on a clear code of behaviour. They have opportunities to contribute to the formulation of acceptable rules for behaviour in class or about the school, and the school council takes the initiative in decision making and writing policies. Moral issues are well taught and discussed in a range of curriculum areas. Pupils learn about strong moral values such as reliability, loyalty and commitment, and think about what they mean in their own lives. The school works hard to raise, successfully, pupils' self-esteem and confidence, and emphasises the value of each child.
32. Provision for developing pupils' social awareness is good. There are some opportunities during the school day for using initiative. Pupils regularly work together; for instance, in music, where they sing together well as a choir. In celebration assemblies, children have opportunities to show how well they have worked to the rest of the school. The school also takes part in concerts and annual musicals, which gives pupils the chance to be part of a production team, such as in the joint school musical events in the Festival Hall. They are also taken to the Pavilion Opera.
33. Provision for cultural development is satisfactory, and similar to that found at time of the last inspection. Theatre and gallery visits increase pupils' knowledge of music and art, and some of the displays around the school celebrate black achievement. Although the school has a rich diversity of cultures, these are not used sufficiently to promote a truly multicultural environment. Several opportunities are missed in class to pick up on the various things pupils share about their own culture. Whilst fiction around the school includes books with a different cultural focus, the stock does not contain sufficient dual-language books to support the many bilingual children in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Educational and personal support and guidance for pupils are good. All pupils are encouraged by a detailed and straightforward policy to behave well. The policy is consistently applied and thoroughly understood by all members of staff. This is an improvement since the last inspection. Procedures for moving around the school are well thought through and safe. This approach is further supported by displays in

every class. These feature house-points in the older pupils' classrooms, rolls of honour and clear lists of rules. All staff are involved in promoting and checking good behaviour. For example, staff write the names of any pupil behaving badly in the dining hall or the playground on a whiteboard, with graduated ticks for the number of offences. This acts as an effective deterrent; "Missing playtime is awful!" exclaimed a girl from Year 4. The school has developed a good system for ensuring pupil safety, involving the premises officer, when the older ones have to go to the public leisure centre for swimming lessons. All staff are aware of safe classroom practice. In the playground, routines for lining-up and going into school are well practised and safe. Similarly, procedures for monitoring and eliminating oppressive behaviour are good. Staff are supported by the headteacher, who takes an active role with the pupils concerned. Procedures for child protection are well known by all staff. Records of pupils' personal development, covering personal issues such as settling in, are informal apart from assessments made when reception pupils begin their schooling. There is no consistent, whole-school method of formally recording pupils' personal development.

35. Monitoring and evaluation processes for planning and classroom practice are in place and are carried out effectively by the Senior Management Team and subject co-ordinators. Pupils' special educational needs are met well. There are effective assessment procedures in place to identify these pupils, and the procedures are fully understood by staff. These procedures effectively identify pupils early, and meticulous records of needs and progress are kept.
36. The school has very good procedures for monitoring and supporting pupils' academic performance. This is done through the school's overall assessment procedures, which include very careful planning, target setting, a range of tests and baseline assessments. This represents a significant improvement since the last inspection.
37. When children enter the reception class, baseline assessments are used to identify their specific strengths and weaknesses, and work is planned accordingly. At both key stages teachers use a range of formal and informal assessments to evaluate pupils' progress. For example, voluntary national tests are taken annually by Years 3, 4 and 5. Very good use is made of assessment information to set work for the next stage of learning. For instance, assessment in mathematics is used well, not only to provide booster classes for those who need extra help to reach a higher National Curriculum level, but also to extend and enhance mathematical understanding of higher attainers in Year 6, who are given special lessons. The school collects appropriate pieces of work to exemplify different levels in English, mathematics and science across key stages. The whole staff discuss these to ensure consistency. Individual pupils are tracked throughout the school, from entry to leaving, and this knowledge is used well as a basis for setting school targets and identifying and correcting individual weaknesses. Each pupil has a comprehensive record portfolio, which includes annual reports for parents and pupils' own self-assessments, and this portfolio is passed on to the next school.
38. There are good, straightforward procedures for monitoring attendance. The school has targeted punctuality and developed a useful system which has been responsible for reducing the numbers of pupils arriving late. The headteacher backs up day-to-day monitoring by teachers and has good links with the education welfare officer. There is an award for 100 per cent attendance achievement over the year but there is no provision to improve attendance on a weekly or termly basis. First aid and health and safety procedures are up-to-date. All incidents are recorded.

39. All pupils are given good opportunities to develop a sense of responsibility. These opportunities range from taking attendance and dinner registers back to the office, for all ages, to specific duties for Years 5 and 6. Duties range from assisting in the dinner hall by fetching and returning infant classes' lunchboxes to helping arrange furniture for assemblies or assisting with School Association events. These duties have a positive effect on the smooth running of the school and support pupils' sense of self-worth. The provision of a school council, and the house-point system, further extend this sense of integration into school life. 'Circle time' in classes, and special assemblies, also support pupils' self-esteem and give them opportunities to share their achievements with one another and with adults.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents expressed very positive views about the school when responding to questionnaires, at the pre-inspection parents' meeting and when being interviewed during the inspection. They say that their children like school, that good progress is made by their children, and that the school is well led and managed. Several parents are unsure as to whether their children receive the right amount of homework. Inspectors judge that the amount of homework is suitable. The contribution of parents to their children's learning at school and at home is good. For example, parents were offered detailed consultation and involvement with the development of the new behaviour and anti-bullying policies. The headteacher offers extra time for parents to come and see him on any matter on a regular basis, thus encouraging parents' involvement. Some parents help in the school with reading and food technology. There is good provision to include parents of pupils with special educational needs in their children's individual education plans. The school has a positive attitude to parents' views. For example, it has continually applied pressure on the relevant authorities concerning provision for a 'Lollipop' person for the busy road outside the school. It also offers 'hardship' financial support to parents with the cost of school excursions. Arrangements for new parents are satisfactory. There are no home-visits currently organised by the school, but the induction of new parents is satisfactorily catered for by interviews in school, and a tea party for pupils and parents. The school operates an open-door policy towards parents but discourages entry into classrooms except on parents' evenings, which concerns some parents. Although based on practicalities, this does militate against more positive parent-school relationships.
41. The quality of information provided for parents is very good. The school prospectus is a clear and useful reference tool, and the school has launched an accessible website. Parents are offered termly curriculum evenings. The school issues good factual newsletters fortnightly. Parents also receive helpful newsletters from class teachers explaining what their children are learning that term. Reports offer very good quality information about pupils' progress in a clear, concise format. They include spaces for comments by both pupils and their parents, and for older pupils they contain the autumn review statement and targets set. The school has suitable measures in place to ensure that parents of pupils with EAL can have access to translations of written documents if needed. The Parent Teacher Association has raised large sums of money for the school and is well supported by parents. The school, therefore, has good links with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. Leadership and management are generally good, ensuring that the school's aims and values are reflected well in its work. The headteacher is energetic, dedicated and

hard working, and has achieved a great deal since the last inspection. The National Literacy and Numeracy Strategies have been successfully introduced, the school has become an Investor in People, and the criticisms of the last inspection have been tackled well. The headteacher is enthusiastic about the use of ICT, and has built up an impressive and informative school web site, as well as investing in an interactive whiteboard to facilitate teaching and communication with large groups, such as parents. The school development plan is good. Comprehensive and well thought out, it lists sensible priorities, and actions are costed and timed, with due allocation of responsibility and ways of measuring success.

43. The governing body is an effective entity. Its four committees meet regularly, and minutes of committee meetings are sent to all governors in good time for consideration before meetings of the whole body. The chair of governors is experienced and knowledgeable, leads the governing body well, and works well in partnership with the headteacher. Governors reflect the multi-ethnic nature of the school population, speak their minds and make valuable contributions. As a result, the governing body is effective in shaping the direction of the school, and it fulfils all statutory duties apart from ensuring that the whole of the ICT National Curriculum is taught. Individual governors have taken responsibility for subjects and certain aspects such as special educational needs. They liaise with subject co-ordinators and have started to observe lessons.
44. Financial planning is prudent, and the finance committee is astute. All grants are directed well to the areas for which they are intended. The four recommendations of the latest audit were acted upon immediately and well. There is a present carry-forward of 5.5 per cent of the school budget, sensibly earmarked for a covered way to enhance the new building provision, for items not covered by that provision, and for a new altar to enhance the provision for spiritual development. The principles of best value are applied well, with all major spends put out to at least three tenders, and decisions not always favouring the lowest. The day-to-day running of the school is smooth, efficient and unobtrusive, greatly assisted by a competent and helpful administrative officer, who is an asset to the school.
45. The match of teachers and support staff to the needs of the curriculum is satisfactory. In-service training is provided for teaching and support staff, and those assisting in classrooms provide good support for pupils with special educational needs. The school does not provide places for initial teacher training because these have not been requested by colleges and universities, but there is potential for provision. Staff appraisal has been in place for some time, and this is tied to staff development. As an Investor in People, the school is in a good position to go ahead with the government initiatives on performance management and threshold payments. As part of staff appraisal, the headteacher and senior management team have observed all staff teaching every term. However, in addition to this, subject co-ordinators have yet to observe teaching, in order that they have a fuller picture of how their subjects are taught and learned, and hence a greater responsibility for standards in their subjects. This is not being done consistently.
46. At the time of the inspection the new infant main building was under construction. This has had a knock-on effect on the uses to which the existing accommodation can be put. For example, it affects the provision of physical education. The standard of classrooms in the junior block is good, because they are large and well lit and hence effective in supporting the delivery of the curriculum. However, some are temporarily storing extra furniture and stock. Classrooms for infants are slightly smaller and do not allow so much daylight in, but they are satisfactory. The layout of the buildings

enclosing the play area and green provides a pleasant and protective space with a calming atmosphere. Everybody concerned with the school, from the chair of governors to the smallest child, should be congratulated on the way they deal with living, with patience and good humour, on a building site. For instance, during the inspection the school dealt very well with a twelve-hour power cut that left them without any electricity for the infants, no telephone and no photocopying facilities.

47. The garden, set aside as an environmental resource with a pond and tree trek, is a good initiative by the school, and has won awards. At the time of the inspection, after several weeks of almost constant rain, it was rather unkempt, but even in this state, it fulfilled its requirements for pupils to learn about science and ecology. Because of the building works there is no provision for a separate library, although books are stored in classrooms. This is unsatisfactory. The playground is large enough for the number of pupils. The under-fives do not have their own secure play area, but they will when the building is completed. At present there is only limited storage space for resources around the school. Generally the quantity and quality of subject resources are satisfactory, and good in science, although there are no large wheeled toys or climbing equipment for under-fives, not enough bilingual books for pupils with EAL, and no large apparatus for physical education. The school needs to build up a bigger range of historical artefacts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to improve further, the school needs to:

- (1) improve standards, particularly in science, ICT and art by:
 - planning lesson content at different levels, to reflect individual needs of pupils; (paragraphs 16, 19, 69)
 - placing more emphasis on scientific enquiry; (paragraphs 5, 16, 79, 81)
 - extending further those capable of higher attainment in science; (paragraphs 5, 16, 79, 81)
 - ensuring that the whole of the ICT National Curriculum is taught; (paragraphs 6, 100)
 - ensuring that skills in art are built up systematically; (paragraphs 7, 84, 85, 87)
- (2) improve standards in writing by giving more challenge to pupils capable of higher attainment; (paragraphs 3, 16, 59, 67, 68)
- (3) ensure that all subject co-ordinators effectively monitor the teaching and learning of their subject; (paragraphs 45, 78, 81, 89)
- (4) search further for ways of improving attendance. (paragraphs 14, 38)

Other issues which should be considered by the school:

Develop the school marking policy to include subject-specific comments and suggestions. (paragraphs 20, 70, 77, 81)

Make better use of the school's rich cultural mix to prepare pupils for life in our multi-cultural society. (paragraphs 25, 33)

Provide more bilingual books for pupils with EAL. (paragraphs 33, 47)

Review, and possibly revise, the policy of not allowing parents into classrooms at the start and the end of the day, especially parents of younger children. (paragraph 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	2	43	49	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	205
Number of full-time pupils eligible for free school meals	0	43

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	45

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.1	School data	0.6
National comparative data	5.6	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	12
	Girls	13	13	13
	Total	21	23	25
Percentage of pupils at NC level 2 or above	School	70 (83)	77 (79)	83 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	14	13	13
	Total	23	24	24
Percentage of pupils at NC level 2 or above	School	77 (90)	80 (83)	80 (83)
	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	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	9	8	11
	Total	23	23	26
Percentage of pupils at NC level 4 or above	School	79 (88)	79 (88)	90 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	9	9	9
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	72 (71)	72 (83)	72 (67)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	42
Black – African heritage	16
Black – other	23
Indian	15
Pakistani	0
Bangladeshi	1
Chinese	5
White	68
Any other minority ethnic group	0

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)	9.2
Number of pupils per qualified teacher	22.3
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	187

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	3	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
	£
Total income	503,057
Total expenditure	514,122
Expenditure per pupil	2,508
Balance brought forward from previous year	38,526
Balance carried forward to next year	27,461

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	28	0	2	0
My child is making good progress in school.	51	48	2	0	0
Behaviour in the school is good.	49	46	2	0	3
My child gets the right amount of work to do at home.	22	49	20	6	3
The teaching is good.	55	42	2	0	2
I am kept well informed about how my child is getting on.	49	46	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	25	3	0	0
The school expects my child to work hard and achieve his or her best.	69	23	5	0	3
The school works closely with parents.	63	32	2	0	3
The school is well led and managed.	78	20	0	0	2
The school is helping my child become mature and responsible.	62	35	2	0	2
The school provides an interesting range of activities outside lessons.	32	46	8	2	12

Other issues raised by parents

- Parents are not allowed into classrooms.
- Parents rarely see comments on homework.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

49. Children enter the reception class in September and January of the year in which they will become five. At the time of the inspection all the children were experiencing a full day in school. Many children have had experience of nursery education.

Personal, social and emotional development

50. Most children in the reception class demonstrate good personal and social development. The well-organised induction procedures ensure that children enter reception with a good measure of confidence. After nearly a term in school they are happy to work and play alongside each other; for instance, when choosing to play in 'The Shop'. Most children cope well with the routines of their class life and are gaining confidence when moving around school. This process is to be particularly praised, as the school at present is a building site, whilst the present building phase takes place. When involved in group activities children show awareness of the need to take turns and many do so with a minimum of adult support. Most children respond well to the planned opportunities to choose for themselves from a range of activities. They access and explore the resources well and become absorbed in activities for an appropriate time. This was well illustrated by two children enjoying Dressing Teddy on the computer with gales of laughter. Already most children relate well with the adults who work with them and have an appropriately developing understanding of social conventions when, for instance, seeking help. Because staff consistently respond positively to their needs, value their ideas and are sensitive to expressions of feelings, they have a growing awareness of their own worth and that of others. They enjoy telling each other what they are doing as they work and engage in social chat. A few children are ready to initiate interaction with other less-familiar people. For example, one child invited a visitor to join in with the tracing of a train engine, and then she offered to colour it in for the visitor. In response to the consistent approach used by all staff, children are developing an awareness of what is considered acceptable and unacceptable behaviour. The good development in this area is the result of the high priority staff place on ensuring that support for it permeates all activities.

Communication, language and literacy

51. On entry to Key Stage 1, the attainment of most children is likely to be in line with the agreed Early Learning Goals. Children enjoy whole class literacy sessions. They listen attentively to stories, recognising recurring words and phrases and making relevant responses to questions. Many children already respond appropriately to organisational instructions, collecting in their correct group for specific learning activities such as art and ICT. As they interact with staff, children readily talk about their experiences and ideas. They take notice of words new to them and add them to their personal vocabulary, using them with growing confidence. This was well illustrated in one group preparing things that happen during the day and night whilst others were working on the formation of 'w' and others were playing with Lego. The consistent provision of opportunities to extend and reinforce vocabulary throughout the daily activities makes a major contribution to the progress pupils make. Most children handle books appropriately, turning pages in the correct order. By scanning the pictures they interpret the content. They are aware that print, in any context, carries meaning and are beginning to memorise words that frequently occur. Many

are developing an understanding that individual letter shapes represent sounds and some recognise those that occur in their name. Most children use pictures to record their ideas and a significant majority experiment with their writing when working at the writing table. Higher-attaining children manipulate pencils effectively and make good attempts when putting their names on activity sheets.

Mathematical development

52. In mathematics children's attainment overall is broadly in line with the expectations for children of this age and likely to be in line with the agreed Early Learning Goals for this area by the time they enter Key Stage 1. All children enjoy whole class sessions on developing counting skills. They join in reciting numbers with great enthusiasm. Most successfully recite the sequence of numbers to ten and a significant minority count to 20. When playing a game where the teacher miscounts, some children already recognise that a number is missing from the sequence. Most count objects reliably to five and are beginning to record the outcome using pictures or arbitrary 'tally' marks. Higher-attaining children count objects to ten and beyond and are eager to record outcomes using numerals. Many children begin to understand the vocabulary of time sequences and familiar events. The exploration of two- and three-dimensional shapes is fostered well through construction and creative activities. Children develop an appropriate range of mathematical vocabulary and an understanding of measures of weight, length and capacity through a structured range of purposeful activities, such as the class shop and those involving water, dry and wet sand and construction equipment. Much of the progress made in this area is related to the provision of a good balance of self-chosen and directed practical activities.

Knowledge and understanding of the world

53. At this stage most children are attaining broadly in line with what is expected for their age range and are likely to attain the Early Learning Goals identified for this area by the end of the key stage. For example, most children observe changes in the weather and follow the seasons. Children are encouraged to identify similarities and differences in what they see and touch. They talk confidently about the differences in texture noted when using different media, including chalk, or when touching and looking at shiny and hard, or soft and dull, objects, or a kaleidoscope. Children enjoy exploring and sequencing time, as in 'What is the first thing you do with your day?' and, with appropriate support, attempt to describe the activity well enough for others to be able to carry on throughout their day. Most children use small world toys and construction equipment well to show what they know about the world. Children use computer equipment with a good measure of confidence. For instance when using a mouse to navigate through the programs "I Like Drawing" and "I Like Teddy Bears", a child explained that the mouse 'makes the little thing jump about and lets you put the clothes on Teddy.'

Physical development

54. By the time they enter Key Stage 1 children's attainment is likely to be in line with the Early Learning Goals for this area. Through daily opportunities to use pencils and scissors and manage small construction equipment, children's fine motor skills are not significantly different from what might be expected of children of this age. Most of them move within the classroom with an appropriate awareness of their space and others in it and have confidence when in the larger area of the hall. There is insufficient evidence to make an overall judgement on children's skills with large equipment, as the school does not have much. It is also impossible for the school to

be able to use any such equipment, as the building is not yet finished. However, the absence of a designated secure outdoor area appropriately equipped to provide frequent opportunities for vigorous and imaginative play has a limiting effect on the progress made by some less-mature children. The school has identified this as an area for development, but can do nothing until the new building is completed.

Creative development

55. The creative development of most children is in line with what might be expected for their age. They sing rhymes from memory and do so with appropriate pitch. They use a range of media to express their ideas, enjoying, for instance, the sensation of applying thick paint in sweeping shapes, mixing colours to see what happens and choosing materials of different textures to develop a collage. A suitable range of opportunities is provided for children to engage in role play, and they enjoy taking on and sustaining a role, often becoming absorbed in it for some time.

The quality of education provided

56. Overall the management of provision for children in this key stage is satisfactory. The school ensures that children have a suitably broad and balanced curriculum, and the schemes of work are designed to support the systematic development of knowledge, skills and understanding. The revision of both the policy and schemes of work in the light of guidance published in May last year is at an early stage of development. This makes a major contribution to the quality of learning. Good assessment procedures are in place for the assessment of children at the time of entry and to track progress. They are comprehensive and used effectively to inform planning at all levels. The practice of carrying out the LEA baseline assessment tests early in the term and again at a later period has a positive effect on the outcomes for those children who have not fully adjusted to a new environment and the demands of full-time education, as it gives the teacher a better picture of the child's potential. Overall accommodation and resources are satisfactory, although the accommodation is cramped at present due to the nature of the site.

ENGLISH

57. Standards in English are average overall for seven and 11 year olds, and those capable of higher attainment are well challenged in reading. This reflects the results of the 2000 national tests and the findings of the previous inspection in 1996, when all aspects of English were judged to be average.
58. At the end of Key Stage 1 the percentage of pupils attaining the national expectation has fallen over the past two years because of an increasing number of pupils with special educational needs. However, the percentage exceeding the national expectation is high. When compared with those in similar schools, pupils' results in the national tests in 2000 were above average in reading and average in writing at Key Stage 1. Over time girls' results are stable, but those of boys are falling.
59. At Key Stage 2, standards have been maintained since the previous inspection and there is no significant trend. The school exceeded its targets for the percentage of pupils to reach the nationally expected Level 4 and above in the national tests, although few reached the higher Level 5 in writing. The pupils in the present Year 6 are on line to achieve their targets. This represents an adequate degree of challenge. The school has identified pupils' writing as an area of weakness and has made it a main priority for development. Targets for improvement are appropriate.

60. All pupils achieve soundly in English as they move through the school, although standards in writing are not high enough at Key Stage 2. Pupils with special educational needs make good progress against their targets, especially when they receive well-targeted support in class.
61. At both key stages, standards in speaking and listening are average. Pupils enjoy listening to, and talking about, stories, rhymes and poems, as was evident when pupils in Year 2 discussed the story 'Peace at Last'. All pupils listened attentively and were aware of the importance of taking turns and valuing the contributions of others. Most pupils spoke confidently and audibly with interesting vocabulary. In the nativity play rehearsal pupils spoke confidently and with sufficient volume to be heard in church.
62. At Key Stage 2, pupils continue to be active and responsive listeners. In class, they listen thoughtfully and show good respect for the views of others. Higher attainers express their ideas confidently and fluently, respond precisely to the point being made and use a well-developed vocabulary and complex sentences. This was particularly evident in a Year 6 lesson where, in discussion, pupils showed logical argument and a use of inference to develop a point of view. Drama is included in extra-curricular activities, but it is insufficiently developed across the curriculum, particularly in the literacy hour, and opportunities for pupils to speak in formal contexts such as mini-debates are limited.
63. Standards in reading are above average at both key stages. Pupils' obvious enjoyment of books is a strength of their learning. At all ages they like reading the shared text in the literacy hour and most do so with clear and expressive voices. At Key Stage 1, pupils handle books confidently and take them home regularly to practise their skills. They read simple texts accurately and with understanding and employ a number of strategies to tackle unfamiliar words. Above average pupils read confidently and with good expression, as was evident in a Year 2 lesson.
64. Pupils' interest in, and enthusiasm for, books develop well through Key Stage 2. In Year 6 they read with fluency and accuracy and evaluate the texts that they read with growing competence. Many give a concise summary of events and discuss characters in some detail, as in the study of 'The Silver Sword'. Research and referencing skills are only satisfactory as the school does not have a library at present and pupils are not familiar with the Dewey system of classification; nor do they learn other library skills.
65. Standards in writing are generally below average at Key Stage 1. However, the picture is more complex. The percentage of pupils attaining the national expectation (Level 2) is below average but the percentage exceeding it (Level 3) is high. Most pupils in Year 2 have a growing awareness of the structure of a story and can write a description of a length appropriate to their age, as in their work on 'The Young Dragon'. Higher-attaining pupils use a broad vocabulary and are beginning to develop interesting ideas in describing the adventures of Elmo and his friends. Handwriting is usually carried out carefully, but size and shape are not always consistent. Accuracy in spelling and punctuation is broadly average.
66. In Year 6, pupils write in an appropriate range of forms including newspaper reports, diaries, poetry, reviews, stories and biography. The best writing shows a good command of style and expression and the use of interesting words. A girl makes the reader want to read on from the interesting start to her poem:

*My parents don't seem to notice,
But I've been taking peeks.
The man next door is an alien
Not someone that sells antiques.*

Most pupils organise their writing in a logical sequence and generally show a sound understanding of grammatical structure.

67. However, pupils at Key Stage 2 do not have enough opportunities to develop their ideas in sufficient detail or to tackle extended pieces of writing in English lessons or in other subjects. There is little evidence of independent work. As a result, the more able do not have the chance to develop their talents fully and few attain Level 5. The analysis of work showed, in particular, the lack of emphasis placed by the school on the importance of pupils planning, drafting, editing and refining their written work. This shortcoming undermines achievement. The school has identified spelling as an area for development, but work in books indicates broadly average standards. Punctuation is generally appropriate and handwriting is generally well formed.
68. Throughout the school, standards in literacy are average, but its development across the curriculum is variable. Pupils read at an appropriate level, extend their mathematical and technical vocabulary and listen well. Expectations for writing leave little scope for extending pupils' range of writing experience and often teachers do not present sufficient challenge, especially for the more able.
69. The quality of teaching and learning is satisfactory at both key stages. No judgement was made in the previous report. All teachers have supportive relationships with their pupils that create a positive climate for learning and enable pupils to enjoy their work within clear guidelines. Teachers have sound subject knowledge and generally manage the literacy hour well. In some lessons, however, introductions are too long, the pace of the lesson slows and pupils become inattentive. In a Year 6 lesson pupils were not sufficiently involved as they read round the class. Work is soundly planned against the Literacy Framework but is not always sufficiently challenging for those pupils capable of higher attainment. Pupils with special educational needs are well taught by a skilled special educational needs co-ordinator and skilled learning support assistants. They are keen to do well and make good progress against their specific language targets.
70. The curriculum in English is balanced and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented satisfactorily. Assessment procedures are good, which is an improvement since the previous inspection, when they had only recently been formalised. Pupils have appropriate targets in literacy to motivate them and give them responsibility for their own learning. Information and communication technology is not used sufficiently to support teaching and learning in English, or for drafting and redrafting at Key Stage 2. Throughout the school, the quality of marking is not consistent. It is mainly congratulatory - 'Well done!', 'Good effort!' - and does not often provide pupils with constructive comments about how they can improve their work. The co-ordinator is very experienced but is not involved in the monitoring of teaching or the analysis of assessment data. Learning Support Assistants give good support in group work and for pupils with special educational needs. The library has been demolished as part of the rebuilding and pupils are not able to develop their library skills at present. The subject is enhanced by events including assemblies, book week, competitions and visits from authors. A popular drama club takes place after school.

MATHEMATICS

71. In the 1999 national tests, pupils' attainment in mathematics at the end of Key Stage 1 was close to the national average and well above the average for similar schools. Trends over time show that the performance of girls exceeded the national average for their age group whilst that of boys remained close to the national average. In 2000 the percentage of pupils reaching Level 2 or above fell below the national average. At Key Stage 2, figures for 1999 show that pupil performance was well above the national average. However, over time, performance was close to the national average. There is some variation in the attainment of girls and boys at the age of 11, with boys achieving results which are close to the national average, while girls' performance is just below. Similar results were seen in the 2000 national tests.
72. At the end of Key Stage 1, pupils' attainment is in line with the national average. They have completed a range of investigational mathematics satisfactorily using their own methods. In mental mathematics, most pupils count on, or back, in twos, fives and tens to 100. They are beginning to recognise odd and even numbers and use these numbers in recording number stories. Higher-attaining pupils are provided with more challenging activities to extend their mathematical knowledge and application. The majority of pupils enjoy working with two-dimensional shapes, which they can recognise and name. They use the correct terminology to describe some of their properties. Opportunities for pair or group work frequently occur, which enhances their learning of new vocabulary. Pupils with special educational needs, at both key stages, make sound progress towards the targets identified in their individual education plans.
73. Standards in Key Stage 2 are consistently good. By the end of Year 6, pupils develop a good grasp of subject-specific vocabulary and are able to explain their mathematical thinking articulately. Most pupils have a good grasp of their multiplication tables. As a result their mental recall and calculation in the four rules are quick and accurate, and numeracy standards are good. The majority of pupils have a good understanding of fractions and can convert these into decimals. They are taught the language associated with probability, which they use to describe predictions and outcomes. Higher-attaining pupils are well challenged by extension work in problem solving and investigation. Throughout the key stage there is evidence of good progress in mathematics, which enables pupils to apply numeracy skills in practical, problem solving situations and support work in other subjects. Pupils in Years 5 and 6 use their skills in ICT soundly to produce graphs and charts with the aid of computers.
74. Pupils with EAL are well supported by a specialist teacher who works in partnership with class teachers. Occasionally they are withdrawn for the teaching of basic skills and vocabulary, which they apply to the work given in class. EAL pupils at Key Stage 2 display satisfactory ICT skills and support their mathematics learning well through use of the computer. At the end of a Year 6 lesson, the EAL group, with support from the specialist teacher, told the rest of the class what they had achieved.
75. Pupils' attitudes to learning mathematics are positive at both key stages and they generally sustain concentration and interest well. There is a healthy enthusiasm shown towards the subject, which suggests that pupils are confident about their work. Most pupils say they enjoy mathematics and that lessons are fun. Higher attainers in Year 6 are particularly enthusiastic.
76. Mathematics teaching is good overall at both key stages with variation from satisfactory practice to that which is very good. This has a positive impact on

standards. Teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. Planning is satisfactory, although learning objectives are not always clearly communicated to pupils at the beginning of the lesson. Plenary sessions in the best lessons effectively review what has been done and reinforce learning, allowing pupils to reflect on what they have learnt and how they will progress. The main features of good teaching are lively, well-organised lessons that proceed at a brisk pace. Teachers have good control over their pupils and make very good use of praise, so pupils are keen to please and work hard. Questions are directed quickly to individuals or groups, and pupils explain their answers. Teachers' generally high expectations are rewarded by applied effort and a lot of thought.

77. Teachers use informal observations and daily mental tests to assess pupils' attainment. Half-termly tests are analysed and used to track pupils' progress from year to year. Results are also used by teachers to set appropriately challenging targets for individual pupils on a weekly basis. As a result pupils of all abilities have good opportunities to make good progress. Marking of daily work is conscientious and encouraging, but not mathematically helpful.
78. The school has made good progress since the last inspection. The co-ordinator has made a positive start in implementing the National Numeracy Strategy, ensuring that all classes are adequately resourced. Her role has not extended to observing the teaching and provision of mathematics in other classes, though training has been organised for colleagues on the teaching of the subject. Although results of national tests and other assessment data are analysed carefully to track the attainment and progress of individual pupils, they do not take into account how pupils from different ethnic groups within the school perform. The co-ordinator has, with the support of the headteacher, organised a successful mathematics meeting for parents to provide information about the National Numeracy Strategy. The subject fully meets statutory requirements.

SCIENCE

79. In national tests in 2000, standards in science at the end of Key Stage 2 were below the national average, and about average for schools with similar numbers entitled to free school meals. Although 90 per cent of pupils reached the expected Level 4, the proportion reaching the higher Level 5 was well below the national average. This was entirely due to the poor performance of girls at the higher level, with only one girl (8.3 per cent) reaching Level 5. The school was expecting better results from girls who could have attained the higher level, and staff can offer no explanation. No explanation was apparent to the inspection team either. Inspection evidence shows that there is no gender difference in attainment in the present Year 6. However, little work was seen at Level 5, and attainment is generally below average, especially so in scientific enquiry, which is not examined in the national tests. Pupils are over-directed in what and how they should record. Sometimes they miss out essential parts of a report; for instance, what they actually did in an experiment on chromatography. Sometimes they come to inappropriate conclusions; for example, in writing that carbon dioxide had been produced by dripping lemon juice on bicarbonate of soda, when they had no means of deciding what the produced gas actually was. Little recorded work was found in Year 5.
80. Teacher assessment at the end of Key Stage 1 in 2000 showed that attainment was generally below average, especially in physical processes. The school did not leave enough time to teach this part of the syllabus properly. Having realised this, it is putting much more emphasis on this area this year, and standards seen in physical

processes are about average. Pupils understand simple electrical circuits, including the difference between mains and battery-driven appliances, and safety factors. They know that some materials are magnetic and others are not, and that magnetism works at a distance. Little time has been spent so far this year on other areas of scientific knowledge. Hardly any recorded work was found in Year 1.

81. Teaching is unsatisfactory. Teachers do not plan well enough to cater for the needs of individuals, usually giving the same work to all pupils. Marking is rarely more than a tick, with an occasional encouraging remark. There are few helpful comments on how pupils can improve. The co-ordinator does not monitor the teaching of the subject across the school. Science was observed in all six classes. One of these lessons was good, three were satisfactory, and two were unsatisfactory. In one unsatisfactory lesson, at Key Stage 1, the teacher's expectations were too low, and the pace of the lesson was slow. Pupils ended up not really understanding the use of a key, which was the purpose of the lesson. In the other unsatisfactory lesson, at Key Stage 2, the teacher expected too much of the pupils. They did not know exactly what was wanted, and could not connect opaque materials with shadow formation. Pupils were too noisy and did not concentrate well enough. In the good lesson, on electricity at Key Stage 1, pupils were eager to move on to the practical task after a clear and well-presented introduction. They were encouraged to use the correct vocabulary, and were quite confident with words like 'circuit' and 'filament'. The teacher used examples of pupils' work well to demonstrate good recording. There was an excitement in this lesson that was missing from the others.
82. The school has designed its own satisfactory scheme of work, which covers the requirements of the National Curriculum, but does not place enough specific emphasis on practical work. The co-ordinator is not a science specialist, but is enthusiastic and hard working, especially with regard to the school's wild area, garden and pond, which are assets in the learning of science. The generally wet weather has meant that these resources have not been used recently, and some refurbishment is needed. Resources are generally good.
83. In the last inspection, standards at the end of both key stages were above average, so they have fallen since then. Teaching then ranged from very good to poor, and no overall judgement was given, so it is difficult to compare it with teaching now.

ART AND DESIGN

84. Overall, pupils' progress in art is unsatisfactory as they move through the school. Standards have declined since the previous inspection and, whilst they are sound at Key Stage 1, they are below average by the end of Key Stage 2. No art lessons were seen during the week and this judgement is based on the evidence gathered from an analysis of pupils' work, displays around the school, a view of the school's website, and discussion with teachers.
85. The policy and scheme of work outlines the organisation of the subject and the skills and objectives to be taught each year. However, it has not had an impact on teachers' practice to date in that there is insufficient guidance on the work to be covered or the standards to be achieved. Consequently art becomes a tool for cross-curricular work with little development of the skills and techniques required for the learning of art itself.
86. At Key Stage 1 pupils develop good skills using a range of media and techniques in two and three dimensions. They observe carefully and record their ideas

imaginatively and effectively. Some of the younger pupils make eye-catching collages using selected materials and explore different ways of making sculptures with clay. Pupils in Year 2 use mirrors to create realistic self-portraits, focusing on tone and colour. They make good attempts to match shades and textures to create work in the style of Van Gogh.

87. Observational drawings and paintings on display show that pupils in Key Stage 2 are learning to represent what they see. However, basic skills such as this or colour mixing are not taught early enough and are not sufficiently progressive. There was only limited evidence of pupils using sketch books to build on and develop their sketching and observational skills. An insignificant amount of three-dimensional work was available on display. Despite available resources, pupils' knowledge and understanding of work of well-known artists, or work from different cultures, are underdeveloped.
88. The quality of teaching cannot be judged as there were no lessons during the inspection. The co-ordinator is new to the role and is in the process of implementing the new scheme of work. She has involved the whole school in a fun 'Art Day' where everybody had an opportunity to explore a range of media. She also runs a successful art club for a small group of children which produces the breadth and balance of work currently lacking in the rest of the school. There is potential here for using some of the ideas as a model for developing the subject across both key stages. Visits to London galleries and museums are organised for children in all classes.
89. The planning and teaching of art are not monitored sufficiently well to ensure progression in the development of skills and understanding. The resources for art are broadly satisfactory but need to be deployed more effectively so that children can benefit from their use.

DESIGN AND TECHNOLOGY

90. Standards attained in design and technology are in line with those normally found at the end of both key stages. These findings are consistent with those in the previous inspection report. Pupils' learning is satisfactory at both key stages, and their achievements are in line with those expected for their age. Pupils for whom English is an additional language and those with special educational needs make satisfactory progress. Only two design and technology lessons were seen during the week, but the evidence gathered from analysis of teachers' planning, an examination of pupils' past work, displays around the school and discussions with pupils indicates that an appropriate curriculum is followed.
91. At Key Stage 1 pupils learn basic skills of design, and as part of their work on Victorian homes they discuss and plan how to make realistic and better homes. They reflect on materials they have worked with previously to decide which would be suitable. Several opportunities are given to develop their manipulative skills satisfactorily. They are able to use tools such as hammers, carefully paying attention to safety. At Key Stage 2, pupils in Year 5 are involved in designing and making drums. They use labelled sketches to determine which materials would create the resonant sounds similar to African drums. The development in evaluation skills is evident in pupils' work throughout the key stage as they plan, assemble and then evaluate and review outcomes. A display of movable Egyptian figures shows links with other subjects.

92. In the two lessons observed, the quality of teaching was at least satisfactory. The teachers show enthusiasm for the subject and this encourages good attitudes from the pupils, who work very well together and keep engaged in their activities throughout the lesson. The school has recently adopted the Qualifications and Curriculum Authority guidelines for design and technology as a basis for planning, and is in the process of developing a more regular and consistent pattern of assessment and record keeping. Resources are adequate and accessible and provide a sound basis for supporting work in this subject.

GEOGRAPHY

93. Standards at the end of Key Stage 1 are average. There was insufficient evidence to make a judgement at Key Stage 2. During the previous inspection standards were found to be unsatisfactory at Key Stage 2 and there is no evidence to indicate an improvement. There were no lessons seen to make a judgement on teaching and learning.
94. By the end of Year 2, pupils know features of their own locality, that Streatham is near Brixton, and that both are in London. Through Barnaby Bear's travels they are aware of places around the world and their significant features. Through their work on the imaginary Island of Struay, they identify Scotland on the map of the British Isles and identify islands and the mainland. They identify features of the area and understand the key.
95. The newly appointed co-ordinator has a clear understanding of her role. She reports that the school is coming to terms with new national guidelines and she has provided new atlases and globes. She is planning more visits, in addition to the residential week.

HISTORY

96. Standards of attainment in Year 6 are similar to those found in other schools. In their study of the Ancient Egyptians, pupils find out about the power of the Pharaohs from a range of information sources provided by the teacher, and are beginning to understand the social structure. They communicate their learning in an organised way in the form of a play script, a poem or a cartouche. They demonstrate factual knowledge of the period and make appropriate use of terms and dates.
97. In Year 2, standards of attainment are broadly average. Pupils are beginning to use everyday terms pertaining to the passage of time and show an increasing sense of chronology. They identify famous people from the past such as Florence Nightingale and Mary Seacole and talk about features of the Victorian period. They explore why Mary Seacole was not accepted as a nurse and Florence Nightingale was. At their level they discuss the racial prejudice of the time. In Year 1 they identify features of homes 'now and then' and demonstrate an awareness of differences. Across the rest of the school, pupils show broadly average knowledge, understanding and skills of historical enquiry. This shows that standards have been maintained since the previous report.
98. In the lessons seen teaching and learning were satisfactory. No judgements were made at the time of the previous inspection. Teachers have sound subject knowledge and pupils are keen to offer their experiences. This was particularly evident in Year 2 when pupils showed great interest when learning that Mary Seacole

was a black woman from Jamaica. Lessons are planned at an appropriate level in line with national guidelines, but the pace often suffers as teachers talk too long and pupils become inattentive. Teachers make sound use of resources, and pupils make steady progress in extending their knowledge and developing skills of historical enquiry as they go through the school.

99. The co-ordination of the subject is effective and has improved since the previous inspection, when it was found to be 'not well developed'. There is now a scheme of work in place based on national guidelines. This ensures that pupils systematically build on what they have learned and that the curriculum is balanced. There is an appropriate range of visits, and pupils are beginning to use the Internet for research purposes. Artefacts need supplementing to support the new scheme of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Standards in ICT are below national expectations at the end of Key Stage 2. Two areas of the National Curriculum, computer control and monitoring physical data, are not being taught at Key Stage 2, so statutory requirements are not met here, although the whole of the National Curriculum is being taught at Key Stage 1. There is much less in pupils' books or on display around the school than is usually seen in primary schools, largely because the new system and network were installed only in September. Since then, pupils at Key Stage 2 have made good progress, but there has not been time to build up the volume of work that there should be. Year 3 pupils now send e-mails and access the worldwide web for information on, for instance, birds of prey. Pupils in Year 4 are challenged to produce Christmas wrapping paper from a painting package, thus adding to their knowledge and understanding of space geometry, specifically translation and reflection. Year 5 pupils use databases to output different forms of graphs, linked well to handling data in mathematics. Pupils in Year 6 show some competence in changing font, size and style in order to word process labels for their display on Egyptians. However, they are no more competent than Year 3 in label production, as Year 3 pupils use *Word-Art* and clip-art to produce their names. In general, standards lower down within Key Stage 2 are better for their age, as Years 5 and 6 have missed the opportunity in previous years, so they have more to do to catch up.
101. Standards at the end of Key Stage 1 are in line with national expectation in most areas, although not in the use of tables. Pupils have been introduced to computer control in the form of using a *Roamer*, a programmable floor robot, although at the time of the inspection they were only just starting to do this. Therefore very few are likely to reach the higher Level 3 of the National Curriculum by the end of Key Stage 1, though most should reach the expected Level 2. Pupil use word processing to draft work and then redraft it to a reasonably high standard with adult help on spelling, so literacy is supported well here. Some can change font and colour. All pupils are familiar with the different parts of the computer and their functions.
102. Information and communication technology is used well to support pupils with special educational needs. The school has a good bank of software specifically designed for these pupils, and learning support assistants use it with confidence and competence. For instance, a Year 1 pupil with quite severe special educational needs was observed working with a learning support assistant with a mathematics program in the Year 4 classroom. The pupil was delighted with his own progress which, given the nature and severity of his needs, was considerable. Several other similar instances were observed.

103. Although many instances of the use of ICT were seen during the inspection, only one class lesson was observed on ICT itself, so no overall judgement can be made about teaching. The observed lesson, with Year 6, combined ICT nicely with religious education, with pupils being introduced to *Power Point* in order to give a simple presentation on places of Christian pilgrimage. It was a good lesson, with imaginative use by the teacher of an interactive whiteboard. Pupils learned a lot and made good progress, but the lesson confirmed that their attainment is below average and below the national expectation.
104. With such a large building programme, the school spent some time persuading the local education authority to move forward on installing a network before building was completed. Because it would have been too expensive to network the temporary accommodation for such a short time before demolition, these buildings now house the best stand-alone computers – those with CD-ROM. The sensible thinking here was that Key Stage 1 pupils would be less disadvantaged. However, this has had the unfortunate side effect of limiting Key Stage 2 access to CD-ROMs. Consequently, little use is made at Key Stage 2 of specially produced CD-ROMs to support subjects such as history or geography, which is a weakness in provision, especially with the library out of action. This is counteracted, of course, by the access of Key Stage 2 pupils to the Internet, but the school has been generally slow in encouraging enough of this.
105. Not all the school's problems with ICT can be explained by the building programme or protracted discussions with the local education authority. A key issue of the last inspection was to raise standards in ICT, and the paragraphs referring to the subject were quite critical. The school's plan to deal with this criticism was sensible, yet there was little forward movement in real terms for some time, until the headteacher, himself highly knowledgeable and enthusiastic, took over co-ordination of the subject quite recently. The leadership and management of the subject are now sound, but that was not the case for several years. Wrangling over the provision of hardware takes up valuable time, but there is no reason why, in the meantime, software could not have been introduced to facilitate learning; for instance, of computer control at Key Stage 2. Programs such as 'Dart', a simplification of the control programming language *Logo*, were available for BBC computers over ten years ago. However, taking everything into account, attainment in ICT has certainly increased since the last inspection. Improvement here has been rapid very recently. It is satisfactory, but only just.

MUSIC

106. It was not possible to see all components of the music curriculum during the week, but on the basis of one Key Stage 2 lesson and observations of large group teaching in the hall, standards are judged to be satisfactory at Key Stage 1 and above average by the end of Key Stage 2. Music features strongly throughout the school. Pupils express a high level of enjoyment for music making and listening to a range of music from different times and cultures. This is largely due to the enthusiasm of the headteacher, who currently co-ordinates the subject and puts his own subject expertise to good effect in his teaching.
107. At Key Stage 1, pupils sing action songs, and even when learning a new song show their ability to sing and maintain simple rhythms. They clap beats in time to the music and listen carefully to changes in rhythm. Their enjoyment of music is readily apparent, as they involve themselves fully in the activities.

108. In the only lesson observed, standards were broadly in line with expectations of children of this age. Pupils are developing pitch control and learning how to follow a simple score through pictorial shapes drawn by the teacher. They use voices to create sounds of varying pitch and suggest how long, short, high or low sounds may be notated. During a simple exercise of flicking different lengths of lollipop sticks from the edge of a table, pupils learn that high or low sounds can be created, depending on length. A few pupils make the connection with the way pitch can be changed on stringed instruments.
109. A number of musical opportunities, relating to a particular theme, are presented to pupils during the assemblies each day. They walk into the hall listening to music from a range of choral or instrumental collections. The titles are always given out so that children become familiar with works of different composers and performers. During a music session which involved all the juniors, pupils were engaged in musical activities of a high standard. They sang both in unison and in parts, paying careful attention to diction, pitch, volume and rhythm. An interactive board was effectively used to present a computerised composition to the pupils. When questioned, pupils were able to describe patterns and form in music, such as repeated phrases or themes. A small group of children have keyboard lessons and are frequently invited to play to the rest of the school. All pupils have an opportunity to perform in annual school productions.
110. There is very good curriculum leadership in music and the guidelines from the Qualifications and Curriculum Authority have been introduced as a basis for planning. Appropriate ICT programs and selections from a well-known commercial scheme effectively support these. Pupils' learning in music is further enhanced by visits to the opera and visits from music groups, such as African drummers and brass bands. The headteacher's excellent subject knowledge, his musicianship and high standards of presentation are an inspiration for the pupils.

PHYSICAL EDUCATION

111. Only four lessons were seen in physical education, all at Key Stage 2. One of these, a Year 6 games lesson with the headteacher on football and rugby, was rained off before any judgements could be made. Another games lesson was switched to a theory lesson in the classroom because of the unremitting rain. Consequently, no judgement can be made in any area of physical education at Key Stage 1, nor in the areas of dance, games, athletics, or outdoor and adventurous activities at Key Stage 2. Standards are average at Key Stage 2 in gymnastics, and in swimming they are above average. School records show that over 90 per cent of pupils can swim 25 metres unaided before they leave. Forty per cent of pupils in Year 5 can swim crawl in circles, and tread water for two minutes. Another 45 per cent can swim a width of the Streatham pool. In gymnastics, Year 6 pupils can do what is expected of pupils their age, but they are generally unfit, and start breathing heavily after a very short time of jogging on the spot in the warm-up session. Pupils can select and maintain a variety of balances. A few girls will not attempt forward rolls because of their elaborate hairstyles, incorporating beads and extensions.
112. Because so few lessons were seen, no overall judgement can be made of teaching, although none seen was less than satisfactory, and the teaching of both practical lessons was good. Because standards in swimming are above average, teaching over time is good. Ten per cent of Year 5 pupils, lower attainers in swimming, tried to get away with walking across the pool. The class teacher dealt with this immediately and well, taking them to one side and demonstrating, for example, the proper way to

angle the feet. The pupils responded well, managing short bursts of backstroke with the aid of a float. In the Year 6 gymnastics lesson, the warm-up was very good, as was class management, resulting in a very good, enthusiastic response, with very well-behaved pupils who were eager to learn and not disappointed. Had they been fitter, attainment could have been good, rather than satisfactory. In the Year 4 theory lesson, pupils were considering their own team games. A particularly strong area of the lesson was the consideration of rules and how difficult it is to work them out, thus linking with citizenship.

113. The subject co-ordinator is on maternity leave, and in her absence the subject leadership has been taken on jointly by the headteacher and deputy headteacher, who work together well to try to overcome the problems of the site and the building works. The hall is barely adequate as a space for dance or gymnastics. The floor is lino-tiled, and the tiles can become slippery. There is no large equipment for gymnastics but, until the new building is completed, there is no place to use such equipment or store it. Outdoor provision is inadequate, with no grassed area that can be used for physical education. Local commons are full of dogs and potentially dangerous unknown adults, so the school is unwilling to use them. Under the circumstances, the school is doing a good job in its provision for physical education.