

INSPECTION REPORT

GLENBROOK INFANTS' SCHOOL

Clapham, London

LEA area: Lambeth

Unique reference number: 100601

Headteacher: Mrs Jill Taunton

Reporting inspector: Dr Melvyn J Bradshaw
6169

Dates of inspection: 21st to 23rd November 2000

Inspection number: 224558

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Clarence Avenue Clapham London
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr Charles Williams
Date of previous inspection:	7 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Melvyn Bradshaw	Registered inspector	English	What sort of school is it?
		Science	The school's results and pupils' achievements
		Physical education	How well are pupils taught?
		Special educational needs	What should the school do to improve further?
Ms Jenny Mynett	Lay inspector		Pupils' attitudes, values and personal development?
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr Brian Espiner	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information and communication technology	
		Music	
		Religious education	
		Equal opportunities	
Ms Diane Wilkinson	Team inspector	English (support)	How well is the school led and managed?
		Mathematics (support)	
		Art	
		Design and technology	
		Geography	
		History	
		Foundation Stage	
Mr Christopher Brocklesby	Team inspector	English as an additional language	

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The Registrar
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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?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
PROVISION FOR ENGLISH AS AN ADDITIONAL LANGUAGE	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 160 pupils who attend full-time from Nursery to Year 2, together with 22 part-time children in the Nursery. Children enter Reception full-time in either the September or January before their fifth birthday. They usually begin Nursery part-time shortly after their third birthday, and become full-time during the term in which they are four. The school's roll is quite changeable; last year about 20 per cent entered or left at times other than normal. The majority of pupils (85 per cent) are from a wide range of minority ethnic backgrounds, mostly black African or black Caribbean. About 50 per cent of pupils who are of statutory school age are ones for whom English is an additional language; the figure is higher for younger children. There is an increasing number of children from families who are refugees, mainly from Europe or South America. The background of pupils is well below average; 88 full-time pupils (55 per cent) claim free school meals, which is well above average. The number of pupils identified as having special educational needs is above average; 46 of the children from Reception to Year 2 (32 per cent) are on the register of special educational needs. Five Nursery children are also on the register. Three pupils have a Statement of Special Educational Needs. Attainment on entry is very low; it is weakest in the areas of language and literacy, because many children speak little English when they start school; it is also very low in mathematics and knowledge of the world. The school has experienced a significant change in the characteristics of its intake since the previous inspection, in particular the increase in the proportion of pupils from minority ethnic backgrounds.

HOW GOOD THE SCHOOL IS

Glenbrook Infants' School is a very effective school, promoting pupils' personal development particularly well. Relationships within the school are very good. Children behave well and make very good progress. In many subjects, by the end of Year 2, they achieve standards that are about average. Teaching is consistently good in the school. The headteacher, supported well by subject co-ordinators, is providing the school with strong leadership. After allowing for extra funding, the school has income that is a little above average; it uses its resources very well and provides very good value for money.

What the school does well

- Pupils, including those with special educational needs or for whom English is an additional language, make very good progress during their time in the school. They achieve very well in relation to their attainment when they enter school.
- The care and support provided by the school create a secure environment for pupils, where they display good attitudes and behave well.
- The provision for pupils' personal development is very good, and excellent in relation to cultural aspects.
- The headteacher provides strong leadership, and she is effectively supported by subject co-ordinators.
- Teaching throughout the school is good.
- A wide range of assessment procedures is used effectively to analyse pupils' progress.

What could be improved

- Standards in mathematics are not high enough.
- Standards in reading have declined in recent years, and spelling is not consistent.
- Children's attendance and punctuality are not sufficiently high.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Glenbrook Infants' School was inspected in October 1996 and, since then, it has made good progress. The areas of weakness identified in the previous report have been dealt with. The results achieved by its pupils at the end of Year 2 have improved in science, art and religious education. Although overall standards have declined in English and mathematics, pupils continue to make very good progress. Despite consistent efforts by the school, including improved monitoring, attendance and punctuality

remain unsatisfactory. The quality of teaching has improved. All teaching is at least satisfactory, and much is good. This represents a notable improvement over the last inspection when about 12 per cent was unsatisfactory. All statutory requirements, including those for religious education and collective worship, are met. There is much greater planned emphasis for promoting pupils' spiritual development. The school has introduced national guidance for a range of subjects, but, so far, has been tentative in adapting this to meet the school's changing needs. Monitoring and evaluation of planning and teaching have improved. All health and safety issues have been dealt with.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	C	C	D	A
Writing	B	C	C	A
Mathematics	B	D	E	C

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

Over the past four years, the school's results have declined, compared with a gradual improvement nationally. In 2000, at the end of Year 2, reading was below the national results; those for writing were similar to the national figure. These results were well above those of similar schools; that is those with over 50 per cent claiming free school meals. Spelling is below average because pupils do not spell accurately across all areas of the curriculum. In mathematics, results were well below the national average, but similar to those of similar schools. Attainment in science and religious education is currently above average by the end of Year 2. Standards in information and communication technology are about average. In other subjects, standards are at least satisfactory, and are higher than this in art and design and technology. Children under five make good progress in the Nursery and Reception classes, but standards are often well below average when they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children's attitudes to school are good; they are more positive in practical lessons.
Behaviour, in and out of classrooms	Behaviour is generally good, although there are a few individual pupils who present challenging behaviour.
Personal development and relationships	Pupils interact well with staff and each other, and they undertake roles of responsibility seriously. Relationships are generally very good.
Attendance	Attendance is unsatisfactory and below the national average. Punctuality is also unsatisfactory with a large number of parents bringing children to school late in the mornings, which disrupts the start of lessons.

Although the school makes many efforts to encourage attendance and punctuality, they are not yet fully effective. Children enjoy school and are enthusiastic, they particularly enjoy practical sessions in art and science.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
55 lessons seen overall	Good	Good

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

The quality of teaching has improved since the previous inspection when 12 per cent was unsatisfactory. All teaching is now at least satisfactory, and in over 65 per cent of lessons it is good or better. About 18 per cent of lessons featured very good or excellent teaching. The teaching of English and mathematics is usually good throughout the school. A very positive feature of the teaching is the way staff make sensible links between subjects and promote literacy and numeracy skills in most lessons. Occasional weaknesses include not always having high enough expectations, for instance in relation of standards in spelling, or moving children on quickly enough. The good teaching, high quality relationships and use of staff help to promote children's learning. They usually show interest and concentration, and progress very well during their time in school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant, and meets the needs of pupils well.
Provision for pupils with special educational needs	Pupils are well supported and have full access to the subjects being taught, although this is often through withdrawal groups. They make very good progress and achieve very well for their abilities.
Provision for pupils with English as an additional language	Pupils for whom English is an additional language are well supported, sometimes alongside pupils with special educational needs. They have full access to the subjects being taught, although this includes the use of withdrawal from mainstream classes for teaching in small groups. They make very good progress and achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is very good; and for cultural development it is excellent. The school uses its rich cultural mix very well to enhance personal development well in every area.
How well the school cares for its pupils	The school provides a very caring and supportive environment where all are valued and helped to succeed. Assessment of pupils' achievement is good.

Parents are supportive of the school and the progress their children make. There are satisfactory links with parents and some devote a lot of time to the work of the school and their children's education. All statutory curricular requirements are now met. The provision for care and children's personal development are major strengths.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management of the school are good. The headteacher provides very strong leadership and is supported very well by effective subject co-ordinators.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties. They are fully informed, supporting the work of the school soundly through a range of committees.
The school's evaluation of its performance	The school is aware of its overall performance. This helps senior staff and governors to identify and plan appropriately for areas for development. Governors do not have systematic procedures to assess, for instance, aspects of the school's performance in relation to money spent.
The strategic use of resources	The school makes good use of its resources, including additional grants. As a result, the needs of all its pupils are met well.

The school is well staffed, especially in being able to support the development of English and pupils with special educational needs. Accommodation and learning resources are good, and used effectively to help pupils learn. Principles of best value are applied well. The headteacher and subject co-ordinators provide good leadership, but governors are not sufficiently active in assessing the school's strengths and weaknesses.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school is helping their children become mature and responsible. • The progress their children make. • Behaviour and teaching are good. • They feel comfortable approaching the school if they have questions or concerns. • The school is well led and managed, and works closely with parents. 	<ul style="list-style-type: none"> • Class sizes are too large. • The amount of homework. • Activities outside of lessons.

Inspectors support parents' positive views. Inspectors consider that the amount of homework given is adequate. Children go on a range of visits and benefit from many visitors to the school. There is increasing provision of games and activities at playtime and lunchtime; these are supporting children's physical development well. Class sizes in Years 1 and 2 are close to 30, but these are reduced when pupils are withdrawn for group support. There is usually more than one adult in each class.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In 2000, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was similar to the national average in reading and writing, and well below the average in mathematics. Similarly, the proportions achieving the higher Level 2B or above and Level 3 were well below the average in mathematics, below the average in reading, and similar to the average in writing. Overall, taking account of the full range of attainment, results were similar to the average in writing, below the average in reading and well below the average in mathematics. In comparison with similar schools, results in reading and writing were well above the average, and similar to the average in mathematics. Since 1996, results have declined in reading, writing and mathematics compared with a gradual improvement nationally. The decline in standards is associated with a significant change in the nature of the school's intake. The decline in writing results was reversed in 2000. Teacher assessments in science indicate that 90 per cent of pupils achieved the expected Level 2, similar to the national average, and 21 per cent of pupils were recorded as attaining the higher Level 3, also similar to the average. Inspection evidence indicates that standards are well below the average in mathematics, a little below average in reading and spelling, similar to the average in writing and a little above in science.
- 2 Although standards in English and mathematics have declined since the previous inspection, pupils continue to make very good progress during their time in the school. In science, standards have remained similar to, or a little above, those reported previously. There has been a very good improvement in standards in religious education and art. The school analyses its assessment data carefully, including to look for trends within the different groups in the school. The information gained is used to set clear targets for improvement, such as in mathematics this year, as well as precise individual targets for each pupil.
- 3 An increasing proportion of children who start in the school's Nursery are from homes where English is not the first language. Attainment on entry to the school is very low, especially in communication, language and literacy, mathematics and knowledge of the world. Children's progress in Nursery and Reception is good. The focus on English helps to ensure suitable acquisition of English language skills. By the time children leave Reception, most understand and speak English competently. They understand that words have meaning, and how the pages of a book are turned, but few recognise many simple words. In Nursery, virtually no children can write their own names. Children's work in the mathematical area of learning improves well, but this tends to be lower for children whose first language is not English. This difference is because not enough attention is given to the development of specific mathematical vocabulary. By the end of Reception, children have a reasonable knowledge of simple number. Children's knowledge of the world gradually increases, but remains well below average. In particular, they have made a good start in science and describe changes when making pop corn well. They move the computer mouse with reasonable control. In other areas, children improve but, by the time they join Year 1, their work remains below average. They use a range of media, including paint, well. Initially, many find difficulty in painting or colouring within lines or an object, but by the end of Reception their art work is good. Children's skills in cutting, sticking and shaping materials progress well, but remain below average.

- 4 Pupils in Year 2 are achieving standards in English that are a little below average. They are well below average in mathematics and a little above average in science. Standards are about average in information and communication technology (ICT) and above expectations in religious education. About 90 per cent of pupils read accurately, although there is limited expression and awareness of punctuation. The school has recognised that the main reason why reading standards are below average overall is because comprehension skills are weaker than other areas. To overcome this, the school has begun regular comprehension exercises, some of which are completed for homework. Writing skills of pupils are average, and the school devotes additional time to extended and imaginative writing to good effect. Most pupils write in simple sentences and use correct punctuation, such as capital letters and full stops. The highest attaining 20 per cent, in particular, show good imagination in their written work. Spelling is below average because not enough emphasis is given to accuracy during literacy activities. It is especially weak in Year 1 but improves during Year 2. Handwriting is, at best, satisfactory, but not enough care is taken with letter formation. Currently, virtually all pupils print, although use of a joined script is taught during Year 2. Improvement in speaking and listening is promoted by a wide range of activities across most subjects and the standard attained is about average. Most pupils listen well and speak with reasonable clarity, although often with a limited vocabulary. Pupils' mathematical knowledge is well below average. Very few pupils are confident with using the four rules of number and many lack accuracy when working with numbers below 100. Pupils' work on shape and measuring is better than their work in number. Pupils' literacy skills are developing satisfactorily and literacy is used well to support learning in other subjects. Numeracy skills, especially arithmetic, do not develop quickly enough. Numeracy, in particular measuring and graph work, is used well in other subjects, for example in science. In science, pupils' attainment is a little above average by the end of Year 2. They have a broad knowledge across all areas of science. Pupils observe and predict well and apply their scientific knowledge effectively, such as when using electrical circuits. In ICT, attainment is about average; pupils use the keyboard to input text, control the mouse satisfactorily and use these skills to produce pictures and symmetrical patterns. In religious education, pupils demonstrate a good understanding of some of the main features and festivals of a range of religions.
- 5 Pupils generally achieve at least satisfactory standards in other subjects. The mostly satisfactory standards identified in the previous report have been maintained. In art attainment is very good; pupils use a range of media to good effect in both two- and three-dimensional work. They use paint, crayons and chalk well to produce botanically correct drawings of flowers and trees. In music, pupils sing satisfactorily. In history, pupils understand that changes have occurred over time, and, in geography, they produce and follow simple maps. Pupils' design and technology skills, especially making and evaluating, develop well. In physical education, Year 2 pupils interpret music satisfactorily to produce dances reflecting robotic movements; in the best lessons they do this well.
- 6 Pupils' achievement and progress while in the school are very good. This is the cumulative result of good progress, in each class, from the time children enter the school. The very good progress and achievement are due to well organised teaching, good cross-curricular links and an emphasis on developing English language skills. Occasionally, teachers' expectations of children are not high enough, particularly in aspects of mathematics and English. The pace of children's learning accelerates when they are involved in interesting practical activities.

- 7 Pupils with special educational needs and those for whom English is an additional language make good progress in each class and hence very good progress during their time in school. This is evident in all subjects, except in mathematics for pupils with English as an additional language. This is because not enough attention is given to developing their vocabulary linked with mathematics. The amount of progress is illustrated by the fact that, in 2000, by the end of Year 2, virtually all pupils achieved at least Level 1 in reading, writing and mathematics. This very good progress is associated with good teaching, well organised support and, in particular, by small group withdrawal for literacy, but not numeracy. Progress is also aided by the high quality literacy and numeracy individual education plans, which are used effectively by all staff. By the end of Year 2, girls perform better than boys in English and mathematics. The differences in reading and writing are similar to the national difference, whereas in mathematics boys nationally perform as well as girls. In other subjects, there is little difference in boys' or girls' attainment.

Pupils' attitudes, values and personal development

- 8 Pupils generally demonstrate positive attitudes to school and their learning. Pupils enjoy school. They are enthusiastic, eager to contribute, and keen to participate both in lessons and other activities in and around school. Similar observations were made during the previous inspection. Parents are particularly pleased by the way the school promotes pupils' personal development, and helps their children to become mature and responsible. They value the good teaching and high expectations of staff. Pupils are particularly well motivated when there is a practical focus to the lesson. However, some pupils have a short attention span and can become easily distracted when they do not understand, or if there are over-extended sessions on the carpet. In a number of instances, this can be due to a language difficulty when pupils do not understand what is being said. In the Nursery and Reception classes, children show a satisfactory approach both to work and within their relationships with each other. They are beginning to develop sound social skills and explore new learning opportunities as they engage in their tasks and activities. The children generally work and play well together, sharing their resources. A small group was observed happily playing at being doctors and nurses, carefully bandaging each other up.
- 9 The standards of behaviour in and around the school are generally good, and parents felt this area had improved since the last inspection. They reported that pupils are generally aware of the school rules and ways of going on. This good behaviour is particularly apparent when pupils are well focused and engaged in their tasks and activities. However, there is a small number of pupils who exhibit very challenging behaviour and can be very disruptive, requiring careful management by staff. Parents feel that the reward system is fair and promotes good behaviour. Pupils respond positively to the awarding of stars, stickers and certificates, with spontaneous applause recognizing and celebrating successes during the good work assembly. Pupils are very friendly, happy to talk about what they are doing and very willing to show their work to visitors. Despite the broad cultural mix parents reported little racism or bullying and felt the school had a good community feel. There have been no exclusions in the school this term.
- 10 Relationships in the school are very good, both between staff and pupils, and amongst the pupils themselves. Where there are problems between pupils these are generally quickly resolved. The school works hard to promote tolerance and kindness, and to ensure pupils do not feel excluded. Pupils work well together in both pairs and groups. This harmonious atmosphere promotes a good working environment and has a positive impact on learning. In a dance lesson, pupils were

working well together in both pairs and small groups, mirroring each other's actions as they explored the movements of robots to music. In design and technology, groups of pupils worked co-operatively constructing hinges for the doors of their mouse house. Opportunities are offered during group time known as 'circle time' for pupils to talk about important issues, their views and feelings, with a good moral code promoted. The clear aims and ethos of the school promote value and respect for each other, and are reinforced by the good role models of the staff. Opportunities for pupils to develop independent learning and initiative are limited but, where offered, pupils respond well. In the Nursery and Reception classes, children are encouraged to make choices, and take responsibility for their own learning, however fewer opportunities exist in other years. Pupils are very willing to undertake positions of responsibility, and take on their monitor roles, both in class and around the school, sensibly.

- 11 Attendance and punctuality in the school are unsatisfactory. The level of attendance, at 92.4 per cent, is below the national figures. Absence rates include 1.7 per cent of unauthorised absences, which is well above the national average. The school is aware of the need to address this area and has focused intently on improving levels of punctuality and attendance. However, a large number of parents regularly bring their children to school late in the mornings. This causes a delay at the start of the day and interrupts the first lesson.

HOW WELL ARE PUPILS TAUGHT?

- 12 Pupils are well taught when they start school and during Key Stage 1, this is helping to raise their achievement and learning. In particular, the emphasis on English language acquisition is successful. All teaching is satisfactory or better, with over 65 per cent being at least good. Very good or excellent teaching is a feature of about 18 per cent of lessons. The quality of teaching has improved since the last inspection report when about 12 per cent of lessons featured unsatisfactory teaching. This improvement has largely been associated with a tighter curricular framework and more detailed planning.
- 13 The quality of the teaching for children in the Nursery and Reception classes is always at least satisfactory and the majority is good. Teachers have a good understanding of the needs of children in the early years and, in particular, the needs of the children in this school. There is a strong emphasis on helping children to settle in to school life. A very good understanding of their social and emotional needs, and different cultural and linguistic backgrounds, is a significant reason why they are prepared well for Key Stage 1. This helps the very good progress pupils make by the time they leave the school. Because of their good expertise and the thought which has been given to planning for the new Foundation Stage, lessons are always well prepared and teachers use an effective range of methods appropriate to children's needs. In most lessons, there is a clear recognition that many children have short concentration spans and learn better when actively involved. Many children initially find it difficult to cope with new social situations. A high proportion are very passive learners and a significant minority find it difficult to control their emotions. Teachers are skilled at managing these situations and confidently vary or change the activities they have planned whilst still ensuring that the children are working towards the learning objective for that lesson. The school's good decision to employ a high number of adult helpers allows staff to manage activities well. Children are always well supported on the focused tasks they undertake. More thought could be given to extending children's physical development by more challenging physical education activities. Children's personal, social and emotional development is given good

emphasis. This is particularly important as many have limited experience outside their home. As a result, in the Reception classes, children usually share resources well. In relation to communication, language and literacy, teaching is well organised. Staff concentrate on developing English skills and vocabulary. They are careful and clear in their speech and, as a result, children make good progress in their development of English. Activities are well structured and good account is taken of the need to develop children's language and social skills. In mathematics, insufficient attention is given to developing relevant vocabulary for children whose first language is not English. The quality of teaching in other areas of learning is good and also supports language development effectively. There is a good system, in both the Nursery and Reception classes, to encourage reading skills by children taking books home to share with parents. This is extended in the Reception classes where children also take home number work. These good features of teaching ensure that all children, including those with special educational needs and those for whom English is an additional language, make good progress in their learning to achieve well. They are well supported to make good gains in developing their skills, knowledge and understanding and they nearly always work enthusiastically and try hard.

- 14 The quality of teaching in Key Stage 1 is good overall, and much in Year 2 is very good. Teaching of English and mathematics is good. In other subjects, teaching is also good, except in art where it is very good. The strengths of teaching are most evident in Year 2. There are only occasional weaknesses during the key stage. Pupils' learning is good, especially when practical activities are involved and there is effective use of other adults. Literacy teaching is good, lessons are well structured with good links established between each section of the National Literacy Strategy lessons. A weakness is that pupils are not always encouraged to spell accurately, and this affects the quality of spelling in all subjects. Additional time is devoted to writing, and this helps to raise the quality of pupils' written work. However, there is less attention given to the systematic development of pupils' reading skills. These factors help to explain why, by the end of Year 2, pupils perform better in writing than reading. Literacy skills are generally developed well in other subjects, with teachers taking great care to ensure their speech is clear and in their use of questions. Mathematics is taught well and pupils make good progress but, because of low attainment when pupils start in Year 1, their attainment is well below average at the end of Year 2. Thus, although over 80 per cent achieve Level 2C or above, relatively few attain higher levels. The National Numeracy Strategy is assisting teachers to provide a clear structure to mathematics lessons. Measuring and graph work effectively support learning in other subjects, but there is more limited support for arithmetic. Expectations of pupils are often high in practical subjects but, at times, more could be expected, especially in mathematics. The good organisation and use of staff help teachers meet the needs of pupils effectively. Pupils with special educational needs, as well as the pupils for whom English is an additional language, receive good teaching from classroom teachers, support teachers and assistants. A significant proportion of literacy teaching for these pupils involves withdrawal from mainstream classes for teaching in small groups and in many ways this is an effective arrangement. However, there are too few opportunities for them to join in with whole class literacy activities. Conversely, there is little withdrawal for group activities in mathematics, and this may account for the difference in progress made by pupils when compared with English.
- 15 Medium-term planning establishes clear and relevant links between subjects and this helps to ensure the effective delivery of lessons. The individual lesson plans that are produced contain sufficient, helpful detail to support teaching. A strength of teaching is that staff are not afraid to modify their activities in the light of experience or

circumstances, such as the occasional disruptive pupil. A range of methods is used well, in particular practical tasks support learning effectively. Teachers encourage discussion and use questions to good effect. Pupil management is usually good and relationships between staff and pupils are generally very good.

- 16 Resources are used effectively to support learning, with increasing use of ICT in subjects such as English, science and art. Teachers know their pupils well and there are many examples of effective use of assessment during lessons. The quality of marking is satisfactory, and the best helps pupils improve. Effective use is made of the information gained to identify individual targets for each pupil. Homework is satisfactorily organised, used effectively to support pupils' learning, begins in the Nursery and increases as pupils move through the school. Much of the homework links with literacy and numeracy. Parents were concerned that there was insufficient homework; however the extent and amount is appropriate for the age of the children.
- 17 Staff work together effectively so that all pupils, including those with special educational needs and those for whom English is an additional language, are given relevant support and activities. As a result, pupils learn very well and make very good progress during their time in the school. The good teaching, effective use of staff to reduce group sizes, well planned practical activities and effective links between subjects help to promote the good learning. From early in the Nursery, children's concentration becomes good and most pupils work hard. Acquisition of new skills and knowledge is generally good in most subjects, but could be greater in mathematics and aspects of English, such as reading and spelling. Learning is also affected by children's unsatisfactory attendance and punctuality. Pupils arriving late often interrupt lessons that have already started and this slows learning for all.

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

- 18 The curriculum is broad, balanced and relevant, and covers all areas of the National Curriculum and the Locally Agreed Syllabus for religious education. The National Literacy and Numeracy Strategies have been introduced successfully. The school has thought carefully about provision in general, and there are good links between different subjects, for instance between science and ICT. English is given its rightful large share of teaching time, with good emphasis on writing. The large proportion of time given to English does not impair the learning of other subjects. The art curriculum is particularly effective and broad, with a wide range of media for artistic expression, including batik and tie dying, as well as the more usual drawing and painting, although sculpture is underused. There is good provision for personal, social and health education. The school uses 'circle time' to good effect to promote speaking and listening skills and personal development. There is also good curricular provision in design and technology, geography, history and physical education. The curriculum for children in the Foundation Stage is satisfactory overall. It is good in the Nursery and has developed well since the start of this term in the Reception classes. It provides good access to the areas of learning for all children and is relevant to their specific needs. Particularly good thought is given to the high number of children with special educational needs and those for whom English is an additional language. Termly and weekly planning is good and effective links are made between different areas of learning. Children are helped to work together as a group and learn to take turns when playing a game for a mathematical activity. A good understanding of the needs of children in this school ensures that appropriate emphasis is given to learning in communication, language and literacy, mathematics and personal, social and emotional development. However, good thought has also been given to the need to

provide many practical activities for children and to stimulate their imagination. The very good activities provided for artwork contribute well to the very good progress pupils make by the time they leave the school. There is a good balance between adult-directed and child-initiated activities, so that children begin to take responsibility for their own learning.

- 19 Two key issues of the previous inspection were related to curricular provision. One of these was to implement the religious education curriculum fully. The school has responded well, and the Lambeth scheme is fully in place. The other key issue was to introduce schemes of work for all foundation subjects, and again the school has responded well, with all subjects now having schemes of work, gathered together, for ease of access and use, in separate files for each year.
- 20 The school uses schemes of work from the Qualifications and Curriculum Authority guidance, although it has, so far, been rather tentative in altering these to suit the specific needs of the school. The school has also been too slow in personalising the National Numeracy Strategy to suit the needs of pupils for whom English is an additional language, and this has resulted in a drop in numeracy standards since the last inspection. The school is aware of the problem, and has already responded by giving support to pupils with English as an additional language in mathematics lessons, though this should have happened sooner than it did. Apart from this, equality of access and opportunity are good, despite an outdated policy that lacks clarity of aims. Provision for pupils with special educational needs is good, although some withdrawal from class for small group work leads to unnecessary fragmentation, and pupils with special educational needs usually miss whole class sessions, such as the important plenary session at the end of English lessons.
- 21 The curriculum is supported and enhanced by a satisfactory range of extra-curricular activities. Visitors to the school include artists and performers, community police officers and a Ugandan church choir, and last year's Summer Fair was opened by the local member of parliament. Pupils visit theatres, art galleries, London's famous buildings, the seaside, parks and markets. The community contributes well, for instance with adults of different nationalities coming into school to cook with pupils and translators facilitating parents' meetings. The school has links with a local special school, exchanging letters and joining together for Harvest Festival celebrations. One excellent input into the curriculum is the annual week devoted to one particular geographical location associated with pupils at the school. This gives rise to very good work in almost all areas of the curriculum in a stimulating, exciting and highly motivating context.
- 22 The overall provision for personal development is very good. The school is rightly proud of its emphasis on this area. Pupils are happy to take responsibility for carrying registers to the office and messages around the school. They help teachers move resources and generally care for each other well. Pupils are responsible for their own belongings, and look after the school's plants. There are consistent school rules displayed in every classroom, and pupils learn to understand the effect of unacceptable behaviour and the impact of it on others. Pupils are continually given "What if..." questions. Throughout the curriculum, there are opportunities for making choices and explaining the reasons for so doing. This is especially apparent in practical work, for example in design and technology. Team spirit and a sense of belonging are encouraged by whole-school events, such as sports days, book weeks and summer fairs.

- 23 Provision for spiritual development is very good. The last inspection report said that, although there were some good opportunities for spiritual development, it was under represented in the planned curriculum, and a key issue was to develop these opportunities. The school responded very well, and spiritual development is now embedded into school life. This is illustrated when pupils studied light in science, they were presented with opportunities to reflect and wonder at the beauty of it. In assemblies, they consider the fragility of small creatures. In religious education, they are given the opportunity to consider and develop ideas of their own emerging beliefs, as well as those of others. Pupils are encouraged to reflect on existence, conscience and goodness. Religious festivals and birthdays are celebrated. Another key issue of the last inspection was to ensure that the school held a daily act of collective worship, and this now takes place.
- 24 Provision for moral and social development is very good. Pupils are taught what is right and what is wrong, and have good adult role models. Assemblies tackle moral and social issues as well as spiritual ones. These issues, such as friendship, loneliness, honesty, and concern for others, are introduced in assembly time on Monday by the headteacher, and revisited in assemblies, in 'circle time', and at other times throughout the week. In 'circle time', pupils are encouraged to listen to each other as they explore issues designed to lay the foundations for ideas of citizenship and responsibility. Charities are supported, and pupils sing to senior citizens at Christmas and take them produce from the Harvest Festival.
- 25 Pupils' cultural development is marked, and the school's provision for it is excellent, as it was at the time of the previous inspection. The rich cultural mix of the school's family is taken as a starting point, and opportunities for cultural development are interwoven through school policies and other documentation. The various languages of the school are used to say 'hello' and 'goodbye' at the start and end of the day, and classroom doors and corridor walls are full of bilingual phrases from all parts of the world. There are colourful and engaging displays of different religions and cultural artefacts; for instance, on various festivals of light, and on Mendhi patterns associated with Muslim and Hindu weddings. Visitors to the school add greatly to cultural development throughout the year, but especially in the excellent week, held by the school each year, when the focus is on the culture of one particular part of the World. These weeks have focused on Africa, Asia, The British Isles and South America, and have given a wealth of stimuli to pupils. They have served to raise the self-confidence and self-esteem of pupils with heritage rooted in these places as well as confirming the importance of each ethnic group within the school. In 2001, the focus will be Europe, reflecting the increase in the number of refugee and European Community pupils. Subjects within the curriculum also add a great deal to cultural development, particularly art, which uses African influence to great effect but does not neglect the European heritage. Music, dance, geography and history also add a lot to the knowledge and understanding of local, national and international culture, and all subjects make a positive contribution.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 26 The school provides a very caring and supportive environment, which the governors and parents feel is one of the strengths of the school. Provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development. This area has been effectively maintained since the last inspection, with the various health and safety concerns identified duly addressed. Teachers and their support staff know the pupils very well. They effectively monitor pupils' personal

development and will act quickly when they see a need. The school seeks to ensure that pupils have equal opportunities. There are good systems in place to support the academic and personal development needs of pupils with special educational needs, and those who speak English as an additional language, and they make very good progress. The entry process into the Nursery and the later transition to the adjoining junior school are well planned for and handled sensitively.

- 27 Procedures for monitoring and promoting discipline and good behaviour are good, and reflected in the orderly atmosphere in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour, and dealing with any disruptive pupils or incidents of bullying. There is a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Where there are concerns, the school has implemented sensitive monitoring and behaviour modification procedures. This includes tracking individual pupils to see what causes disruptive behaviour, thus enabling teachers to deal with situations more effectively. The school recently reviewed the bullying policy following concerns from parents. This area must have been addressed satisfactorily, as bullying was not identified as an issue by either the school or parents.
- 28 During the previous inspection, procedures for assessing pupils' attainment and progress were judged to be good. Changes across the curriculum have resulted in many new systems being implemented. These procedures are at least satisfactory in most subjects and in many areas are good. Assessment procedures for children starting school are in the process of being developed to meet the requirements of new guidance. Currently they are satisfactory overall, but do not yet clearly identify the rate at which children are moving through the specific stages of the Foundation Stage curriculum. However, the good knowledge and understanding teachers have of individual children ensure that they plan well for the next steps in learning. Children are given time to settle in to the Nursery before diagnostic assessments are carried out to identify any specific special educational needs. However, this, together with the lengthy process of involving outside agencies, means that their needs are not always identified and formalised early enough. As a result, the support children receive is less than it could be. In Key Stage 1, there are particularly good procedures in English and mathematics. Procedures for assessing pupils' writing are very detailed, although they are not as systematic for recording pupils' reading skills. In some subjects, procedures are still new. The science co-ordinator is developing an assessment package relating to pupils' skills. There are informal systems in art and design and technology. New procedures developed for religious education are not yet in place. The headteacher effectively analyses assessment information, including National Curriculum test data, to identify trends and variations in attainment between different groups of pupils.
- 29 The school is generally making satisfactory use of this assessment information to plan the curriculum and help to raise standards. Teachers are keeping comprehensive records to monitor and support pupils' academic progress. The very good use of target cards in class helps pupils identify what they need to focus on in particular areas to help them progress. In mathematics, teachers are starting to track progress and analyse the results against different ethnic groups and genders. This has helped them to identify poor performance relating to language problems, and consequently target extra support for those pupils with English as an additional language. The science co-ordinator has worked alongside other teachers and looked at the outcomes of work to agree appropriate assessment procedures. Pupils are being assessed in ICT, however these records have not been in use long enough yet for the information to be passed from teacher to teacher. The physical education co-

ordinator is currently trialling an assessment package across the school but this needs to be reviewed before it is fully implemented. The assessment procedures for identifying pupils' with special educational needs are good, but would be more effective if undertaken earlier. There is an underestimation of the number of pupils who should be included on the special educational needs register. Pupils are not necessarily at the right level on the register, due to the time taken for outside recognition of the level of need to be agreed. Parents are not clear of the benefits to their children by their inclusion on the register, with the additional help and support offered. Some parents wrongly view inclusion on the register as a stigma.

- 30 Attendance was identified as an issue during the previous inspection, with regards to the accurate reporting of attendance and punctuality figures. Good procedures have since been introduced for monitoring and promoting prompt and regular attendance. Parents are often informed about their responsibilities regarding the need to ensure their children attend school regularly. However, despite the regular reminders and focus the school places on this issue, it has been ineffective in significantly raising attendance and punctuality levels. Appropriate links have been established with the education social worker, who is involved in following up cases where necessary.
- 31 The school has good systems in place for child protection and ensuring pupils' health, safety and welfare. The school follows the local authority procedures and guidelines for child protection, and the headteacher is the designated member of staff. Staff have received appropriate training, and have experience of the procedures involved. There are appropriate links with the relevant outside agencies whose representatives visit regularly. Well-established systems are in place to take care of pupils who may fall ill during the day, and there are effective procedures to meet the medical needs of pupils. One member of staff is a qualified first aider and others have received basic first aid training.
- 32 There is a comprehensive health and safety policy, and appropriate procedures in place to address the issues of safety and security of pupils in the school. Regular health and safety checks and risk assessments are undertaken by the site manager and staff representatives. The governors take an active role in fulfilling their responsibilities for health and safety.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 33 The school works hard to foster strong links with parents, and to establish effective liaison between home and school. Parents are generally very supportive of the school. They feel the school is very approachable and open to their suggestions and ideas. They reported that they are kept well informed and that their children are making good progress. Parents commented on the improvements since the last inspection. They noted, especially, the improvement in behaviour, and the provision both for children with special educational needs or those who speak English as an additional language. A few parents expressed concerns regarding the amount of homework given, the lack of out of school activities offered to pupils and the large class sizes.
- 34 The quality of information provided for parents is satisfactory. Information regarding the school and its activities is detailed in the school prospectus and governors' annual report to parents. Regular contact is maintained through newsletters, and the home/school book. Wherever possible, the use of translation and interpreters helps to ensure that parents are kept well informed. However, difficulties sometimes arise through the wide number of cultures and languages represented in the school. The

school operates an open door policy. Parents are invited into the school at the start and finish of each day. They are encouraged to share a book or join in an activity with their child before school. During this time they can also meet with staff to discuss any concerns they may have. Curricular information, including details of projects and topics to be covered, is not circulated automatically. Some teachers provide relevant information, otherwise curricular grids are available on request. Consultation evenings are held each term, providing opportunities for parents to review their child's progress and achievements. The pupils' annual reports are very detailed, however they do not always identify targets for improvement. Parents are consulted regarding issues such as the home/school agreement. Workshops are planned to keep parents updated and suitably informed about initiatives, such as the National Numeracy Strategy. Parents of pupils with special educational needs are kept well informed and are fully involved in the review processes.

- 35 The contribution of parents to children's learning at home and school is satisfactory. Parents have good opportunities to visit the school and meet with staff before their children join the school. The school offers frequent opportunities for parents to become involved in their child's learning. However, because of language difficulties, these opportunities are not always taken up. Where reading books go home daily, and adults are able to spend time listening to pupils read, a significant contribution is made to the standards of reading. A small number of adults volunteer to help in the classroom or listen to pupils read. A number of other parents, who previously volunteered to help, have since been recruited onto the staff in a support capacity. The parent/teacher association is run jointly with the junior school and is dependent upon a small group of committed parents and staff. A small number of fund raising events and school discos are held each year. These are reasonably well attended, and generate additional funds to help support school trips and events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 36 The overall quality of leadership and management is good. The headteacher is a very strong leader who gives good thought to the deployment of staff for management of the curriculum. This maintains the good leadership and management seen at the last inspection. The headteacher has a very good understanding of the strengths and areas for development in the school. In particular, she has responded very well to changes in the intake of pupils. As a result, in spite of the very different needs of current pupils to those when the school was last inspected, the school has maintained the quality of its provision and pupils make very good progress. The experienced Year 2 teachers, who are members of the senior management team, are effective in supporting the headteacher to ensure that Key Stage 1 is well organised. The strength of middle management is the good quality of the subject co-ordinators who all carry out their roles effectively. They give very good support to teamwork and this ensures that all staff work towards a common goal. As a result, the school makes a good analysis of all areas for development. In the majority of cases, it devises effective targets and takes appropriate action towards achieving them. The exception to this is in mathematics where, until recently, not enough thought had been given as to why standards were lower than in the other core subjects. The school has been slow to respond to this issue.
- 37 The school has made good progress in addressing the key issues identified at the last inspection. Particularly good improvement has been made in the provision for pupils' religious education and spiritual development. In religious education, pupils now attain standards above those expected and learning helps promote good awareness of other religions and cultures. Spiritual development is present in many

areas of the curriculum, and particularly in art and science. The only outstanding matter concerns a health and safety issue where the school is waiting a response from the local authority.

- 38 The Governing Body fulfils its statutory duties and carries out its work soundly through an appropriate range of committees. As the result of very good information given them by the headteacher, governors have a sound understanding of the strengths and areas for development. This helps them to play a satisfactory part in shaping the direction of the school and devising a development plan with appropriate priorities and targets. However, they are not fully involved in evaluating the success of developments. The school development plan includes relevant areas for improvement, including some identified in this inspection, for example the need to raise standards in mathematics.
- 39 The monitoring and evaluation of teaching are good. The processes to do this have appropriately involved the headteacher, senior staff and co-ordinators for the core subjects. It has had a positive impact on improving the quality of provision and maintaining the very good progress pupils make. Good arrangements for appraisal and performance management are further enhanced by the promotion of professional development and increase in teachers' expertise. These factors have helped develop a supportive environment for staff and good teamwork. This good support has also been extended to the newly qualified member of staff. As a result of these strategies, and the strong leadership of the headteacher, all staff are committed to improving the provision for pupils. An example of this is seen in the good teamwork being forged between the Nursery and Reception teachers to ensure that the implementation of the Foundation Stage curriculum benefits children.
- 40 The quality of financial management and control is good. However, many of the systems are not held on computer and the school has not fully exploited the use of technology in its administration. The headteacher and finance committee of the Governing Body monitor spending closely, ensuring that resources are targeted at the areas of most need. They have made good decisions regarding the employment of a high number of classroom assistants who support pupils' work well. Governors have a good understanding of ways to ensure value for money and cost effectiveness. Good thought is given to involving parents and local firms to help provide the best value for money, for example in building maintenance. Both the school keeper and the premises committee are very effective in the work they do to help ensure that they obtain the very best value for their spending.
- 41 The management of special educational needs and English as an additional language is good. The co-ordinators manage both areas effectively and ensure that all pupils are supported well. Good co-operation between the co-ordinators helps to enhance links between provision for pupils with special educational needs and those for whom English is an additional language. Good support is provided for staff in the school but, because of the large amount of withdrawals, there are few opportunities for classroom teachers to work alongside specialist staff.
- 42 The school has a good blend of experienced and comparatively new staff and the match between the expertise of staff and the subjects they lead is good. This gives good support to the programmes of work and the quality of teaching, and is an improvement since the last inspection. The number of classroom assistants is good and they give effective support to all pupils, especially those with special educational needs and for whom English is an additional language.

- 43 The quality of accommodation for the delivery of the curriculum is good. It is particularly well maintained by an effective and hardworking school keeper and his team. The Nursery and Reception classrooms are spacious and well organised and, together with secure outdoor play areas, give good support for children's learning. Children also have good access to the school hall for a variety of activities including physical development. For children at Key Stage 1, many areas are available to promote group work and these are used very effectively to allow good supervision by classroom assistants. Overall, resources are good and are used well to help pupils learn. This is particularly important because there are a high number of pupils who need to be very actively involved in their learning.
- 44 The school receives significant additional funding to support pupils with special educational needs or for whom English is an additional language. Thus, despite receiving an amount of funding per pupil which is well above both the national and London averages, the school uses its funds well and gives very good value for money. The quality of its provision is good. From a very low base when they start in the Nursery, pupils make very good progress and achieve very well by the time they leave. They reach standards which compare very favourably with schools in similar circumstances.

THE PROVISION FOR, AND STANDARDS ACHIEVED BY, PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE.

- 45 Since the previous report, the percentage of pupils for whom English is an additional language (EAL) has risen. The school identifies 49 per cent of its pupils as having EAL, and the number is rising. About two thirds of children entering the Nursery this year have been identified as EAL. Most are at the early stages of learning English and therefore in need of support. While there is a predominance of some languages, such as Yoruba, Portuguese, Spanish, French and Arabic, there is a wide variety of speakers of other languages. Evidence, from the analysis of pupils' work and the conscientiously completed teacher records, indicates that pupils make at least satisfactory, and often very good, progress in speaking and listening. Once beyond the early stage of language learning, EAL pupils contribute to whole class discussion and play a full and confident part in their lessons. In written work, it is clear that pupils make at least satisfactory, and sometimes very good, progress in spelling, learning new vocabulary and self-expression. By the time they leave the school at the end of Year 2, EAL pupils who began their statutory education in the school achieve as well in English as other pupils. Where spelling errors occur, they tend to be logical and similar to those of pupils whose first language is English. Some refugee pupils are traumatised and currently are making limited progress.
- 46 There are three teachers to support pupils in class or through withdrawal. Their EAL commitments are all part-time. The EAL co-ordinator works at the school two days a week. The school employs a bilingual assistant to support Portuguese- and Spanish-speaking pupils and to communicate with their families. Some parents with other languages provide help with translation and interpretation. The quality of teaching is good overall, and never less than satisfactory. Much teaching takes place in groups withdrawn from the main classes. This teaching is skilful and effective for pupils at the earliest stage of learning English. Withdrawal from the main class is not as effective for pupils who have acquired more competence in English. Class teachers do not often benefit from observing EAL teachers demonstrating techniques which they could then use when there is less support. In one lesson, the EAL support teacher worked with selected pupils and ensured understanding, adapted questioning and provided appropriate individual support.

- 47 The local education authority (LEA) does not provide bilingual assistants, although it does offer a translation service. The LEA supports teaching through monitoring, advice and in-service training. There is no central LEA bank of teaching resources, but the school is improving its own range of tapes, books and other material to support EAL pupils and to develop their independence.
- 48 The school's policy for meeting EAL needs contains helpful guidelines for teaching. However, these are not integrated into the school's other policies and schemes of work to promote a consistent approach. The EAL co-ordinator advises teachers new to the school. Recently a forum has been established for the co-ordinator and staff to share ideas and experience, and to formalise targets for individual pupils. Discussions with staff indicate that there is not always a clear distinction between the differing needs of EAL pupils and those with special educational needs.

WHAT COULD BE IMPROVED

- 49 Standards in mathematics, reading and spelling are not high enough. Attendance and punctuality are unsatisfactory. The placement of pupils on the special educational needs register underestimates the level of need, and the use and balance of small group support for these pupils, and those for whom English is an additional language, are not fully effective in relation to numeracy. Governors have not established clear systems to help them monitor the impact of their decisions on the standards achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 50 In order to improve standards further, the headteacher, staff and governors should:
- (1) improve the attainment in mathematics by:
 - planning to develop children's numeracy skills to an even greater extent from the time they enter Nursery;
 - personalising the National Numeracy Strategy to suit the needs of the school, particularly in the timing of the various areas of numeracy lessons;
 - consolidating and furthering the provision of extra help in mathematics to pupils with English as an additional language.
 - planning opportunities to develop and use pupils' arithmetic skills across all areas of the curriculum.(Paragraphs 1, 2, 4, 14, 17, 20, 29, 36, 38, 55, 67, 68, 69, 71)
 - (2) improve standards in reading and spelling by:
 - implementing the co-ordinator's good ideas for improvements in English, especially for reading;
 - reviewing the impact of the current initiative to enhance comprehension skills;
 - planning more opportunities for pupils to read to adults and encouraging them to talk about what they have read;
 - reviewing the current organisation of books and reading materials in order to support reading development more coherently;
 - establishing clear procedures by which pupils' strengths and weaknesses

- in reading are assessed;
- encouraging pupils to spell accurately during both literacy sessions and when writing in other subjects.
(Paragraphs 1, 2, 4, 14, 17, 59, 60, 63, 64, 65, 66)

- (3) continue to work hard to improve pupils' attendance and punctuality by consistently implementing the school's procedures and emphasising to parents the importance of attendance and punctuality at every opportunity;
(Paragraphs 11, 30)

Minor issues for consideration include :

- (1) identifying pupils who have special educational needs at the earliest possible opportunity so that they are included at an appropriate stage on the Code of Practice.
(Paragraphs 28, 29, 65)
- (2) reviewing the use and balance of withdrawal for small group work and in-class support for pupils with special educational needs and those for whom English is an additional language;
(Paragraphs 7, 14, 20, 41, 46)
- (3) establishing systems by which the Governing Body can effectively monitor the impact of their decisions, including financial ones, on the standards of attainment and pupils' progress.
(Paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

Number of discussions with staff, governors, other adults and pupils

43

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.8	16.4	49.1	32.7	0	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	25	146
Number of full-time pupils eligible for free school meals	7	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	86

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	5.9
National comparative data	5.2

Unauthorised absence	%
School data	1.7
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	27 (30)	30 (28)	57 (58)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22 (26)	23 (27)	21 (26)
	Girls	27 (26)	27 (23)	27 (24)
	Total	49 (52)	50 (50)	48 (50)
Percentage of pupils at NC level 2 or above	School	86 (90)	88 (86)	84 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21 (24)	22 (26)	23 (27)
	Girls	26 (23)	26 (23)	28 (25)
	Total	47 (47)	48 (49)	51 (52)
Percentage of pupils at NC level 2 or above	School	82 (81)	84 (84)	89 (90)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	52
Black – African heritage	31
Black – other	7
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	18
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9.9
Number of pupils per qualified teacher	14.7
Average class size	24.7

Education support staff: YR – Y2

Total number of education support staff	13
Total aggregate hours worked per week	230

Qualified teachers and support staff: nursery

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

Total number of education support staff	4
Total aggregate hours worked per week	49

Financial information

Financial year	1999/2000
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	£
Total income	582542
Total expenditure	562931
Expenditure per pupil	2801
Balance brought forward from previous year	26012
Balance carried forward to next year	45623

Number of pupils per FTE adult	8.3
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	198
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	0	0	3
My child is making good progress in school.	47	53	0	0	0
Behaviour in the school is good.	36	53	3	0	8
My child gets the right amount of work to do at home.	25	64	8	0	3
The teaching is good.	44	56	0	0	0
I am kept well informed about how my child is getting on.	53	47	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	56	42	0	0	3
The school works closely with parents.	44	56	0	0	0
The school is well led and managed.	39	56	0	0	6
The school is helping my child become mature and responsible.	42	53	0	0	6
The school provides an interesting range of activities outside lessons.	14	67	8	0	11

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

- 51 Children are admitted to the Nursery from three years of age. Initially they attend part time for either a morning or afternoon session, moving on to full time approximately two terms before they transfer to one of the Reception classes. Children enter a Reception class either in the September or January of the academic year in which they have their fifth birthday. Nearly all Nursery children move on to the Reception classes in the school. The school also admits children from another local Nursery school and local playgroups. Not all children entering the Reception classes will have attended pre-school education. A significant minority of children entering both the Nursery and Reception classes have spent little time in this country. Around two thirds of children entering the Nursery come from homes where English is not the first language. When judged against the expected levels for their age, the prior attainment of most children is very low, particularly in their language and literacy, mathematical ability and knowledge and understanding of the world. Both the Nursery and Reception classes provide a secure, caring and stable environment for children. Good attention is paid to their needs. As a result, children make good progress in all their areas of learning in both the Nursery and Reception classes. However, by the time they start their work in the National Curriculum, overall standards are still below or well below those expected for their age. An effective programme of meetings and visits before entry helps to ensure a settled and happy start to school life. Particularly good thought is given to settling children from different cultural backgrounds, many of whom have little or no knowledge of English.
- 52 The overall provision for children in the Foundation Stage is good and is a strength of the school. It takes good account of the specific needs of pupils and contributes strongly to the overall very good progress pupils have made by the time they leave the school.
- 53 Both the teaching and curriculum for children's personal, social and emotional development are good and, because of this, they make good progress in their learning. When they enter the Nursery, many children have social skills well below those seen in other children of their age. Many children are very passive learners and have difficulty in following routines and rules for working and playing together. However, good attention to their specific needs and sensitive encouragement within a secure and friendly environment help children to make good progress. There is a clear distinction between the confident way children answer questions and approach their work when they have been in the Nursery for several terms and the quiet reticence of newcomers. This good base is built on well in the Reception classes as children are well prepared for a more formal stage of education. They are helped to understand the impact of their actions, to work effectively in groups and to curb their natural excitement when introduced to new tasks. However, many children still find this difficult and lack the initiative seen in children of a similar age. By the time they enter Key Stage 1, standards in their personal and social skills are still below those of children of a similar age.
- 54 The provision to promote children's communication, language and literacy skills is good. Many children enter the school with very poor language skills and two thirds of children entering the Nursery do not speak English as a first language. A significant minority know no English. The overall quality of teaching is good. Very good thought

is given by teachers to developing children's skills in all activities. The Nursery teacher has a very good understanding of the needs of children for whom English is an additional language and because of this she provides very well for them. Both in the Nursery and Reception classes, teachers have good expertise and teach the basic skills of literacy well. In group or whole class lessons, careful thought is given to promoting good habits in speaking and listening. Talk is always encouraged with a good understanding of how to increase children's range of vocabulary. Good thought has also been given to promoting children's enjoyment of stories and imaginative ideas. This begins well in the Nursery where good role-play opportunities motivate children well. The good support for creativity, both in literacy and in art activities, provides a very good foundation for learning and helps to support the very good progress pupils make in their writing and artwork as they move through the school. However, because of their very poor prior skills, although children make good progress, the standards they reach by the time they enter Key Stage 1 are still well below those expected. The handwriting of many children is still not well formed and few leave the Nursery writing their name to the standard expected. By the time they leave the Reception class, many children do not yet write in sentences even when copying their teacher. Few have a secure knowledge of sounds other than the initial letter in a word and so only a small minority sound out words correctly. However, all Reception children respond well to stories, recognise that text has meaning and "tell" the story using picture cues. As they grow older, they listen more attentively and talk more confidently although their range and use of vocabulary are well below average.

- 55 The provision for children's development and awareness of mathematical language and skills is satisfactory overall. The majority of children entering the Nursery have a very poor understanding of number and mathematical concepts. The overall quality of teaching is good. The generally good attention given by teachers to developing mathematical vocabulary helps children make good progress in this aspect. From a low base, children make good progress in the Nursery in recognising and ordering numbers, grouping objects into sets, accurately identifying shapes and developing early measuring skills when they compare size and quantity. However, the less emphasis given to developing early addition and subtraction skills means children only make satisfactory progress in this aspect. Children's work in the mathematical area of learning improves well, but this tends to be lower for children whose first language is not English. This difference is because not enough attention is given to the development of specific mathematical vocabulary. In the Reception classes, good thought has been given to adapting the National Numeracy Strategy for the needs of children. A range of good practical activities is planned which motivates children well and helps keep them on task. However, few children develop the skills expected in working with number at a more abstract level. In addition, few children write their numbers accurately. By the time children enter Key Stage 1, the standards they reach are well below those expected for children of their age.
- 56 Provision for children to develop knowledge and understanding of the world around them is good. Their prior knowledge on entry to the Nursery is very poor. The quality of teaching is good. A good programme of visits and visitors to both the Nursery and Reception classes, and a well thought out programme of activities, help children to make good progress in their learning. Very careful consideration is given by the teacher to children's specific needs in the Nursery. A well-planned activity helped children to develop both language and scientific skills when identifying and naming different parts of the body. Children played enthusiastically in the role-play area and gained good knowledge about health care when acting the roles in a doctor's surgery. Children carry their enthusiasm for discovering the world around them into the Reception classes. The good thought given to planning activities encourages good

observation skills, which helps their scientific learning, such as when Reception children made popcorn. They begin to acquire a secure understanding of life in the past by comparing old and new toys. However, in all their activities, teachers continually have to help children to explain what they observe and link it to geographical, historical or scientific knowledge. By the time they enter Key Stage 1, the standards children reach are still well below those of children of a similar age. Standards in investigation skills, use of the computer and construction games and toys, while still below average, are better.

- 57 Both the teaching and curriculum for physical development are satisfactory and children make sound progress in developing their skills. When they enter the Nursery, children's physical skills are well below those of a similar age, particularly in their fine manipulative skills. These are developed well through the handling of objects, such as puzzles, the use of pencils and crayons, and other art materials. However, particularly in the Nursery, children's skills in cutting, sticking and shaping materials are still below average. There is good provision in both the Nursery and Reception classes for a range of outdoor play activities using large apparatus and wheeled toys. Children develop their co-ordination and throwing and catching skills well. There are fewer opportunities in the Nursery class for developing gymnastic and dance skills, although these are appropriately provided for in the Reception classes. Although children reach the standards expected in their running and jumping by the time they enter Key Stage 1, overall their skills are below average because their manipulative skills are not so well developed. In particular, their skills in using and controlling pencils are still well below average and these affect the standards in writing.
- 58 In their creative development, children make good progress, although they make very good progress in developing their art skills and creativity. When they enter the Nursery, few children can draw more than simple lines on a page. Only a very small minority draw anything with a close resemblance to a picture or pattern. As a result of good teaching, by the time they enter Key Stage 1, most children express themselves well with different media and techniques. A particularly good example of this was the pictures children drew of the three bears which showed a very good understanding of form. This very good progress begins in the Nursery, where children stick and weave fabrics and paper and begin to draw figures accurately. By the time they leave the Reception classes, children use light and shade effectively and draw very perceptive and aesthetically pleasing winter trees using charcoal, all to a very high standard. Through well thought out activities for role-play, particularly in the Nursery, children make good gains in using their imagination. In the Reception classes, good thought is given by the teachers to promoting creative development through retelling stories using story props. In these aspects of creative development both the curriculum and teaching are good. It is satisfactory for musical development and children make secure progress in learning to sing, respond to music and play percussion instruments. By the time they enter Key Stage 1, overall standards are below those seen in children of a similar age although they are better than expected in their art work.

ENGLISH

- 59 In 2000, at the end of Year 2, attainment recorded in National Curriculum tests was similar to the national average in writing, but below in reading. In reading, 86 per cent of pupils achieved the expected Level 2 or above, similar to the national average.

However, only 62 per cent achieved Level 2B or above and 17 per cent the higher Level 3, both figures are below the national average. In writing, 88 per cent of pupils achieved the expected Level 2 or above a figure similar to the national average. The proportion achieving Level 2B or above was 64 per cent and 12 per cent gained Level 3, both figures were above the average. Compared with similar schools, results in reading and writing were well above the average. The performance of boys is below that of girls in both reading and writing, but the differences are no greater than those in the national results. Inspection findings for current pupils show attainment in English to be a little below average by Year 2.

- 60 The previous inspection found that standards in English were often above expectations and that pupils made good progress. The school's results have declined in both reading and writing since then because of the change in the nature of the school's intake, and an increase in pupils whose first language is not English. However, the school has made satisfactory progress as pupils continue to make very good progress during their time in the school. Teaching was described as satisfactory and often good or very good, this remains the case.
- 61 When pupils start in Year 1, they have not reached the standards expected for Reception children. Pupils make good progress, especially in writing, and speaking and listening. In relation to pupils' prior attainment, achievement is good. Pupils with special educational needs or for whom English is an additional language also make good progress because of the effective use of additional teachers and support staff, and the high amount of small group teaching for literacy sessions. This is shown by the fact that virtually all pupils achieve at least Level 1 in reading and writing by the end of Year 2. The National Literacy Strategy has been effectively implemented, with teachers in the best lessons making good links between each part of the lesson. Teachers use other subjects to support learning in literacy well, including speaking and listening.
- 62 Standards in speaking and listening are average. By the end of Year 2, pupils listen well to the teacher reading, asking questions or leading discussions. In the Year 1 classes, the teachers organised effective discussions in a science lesson about perception of light. Pupils listened well and responded appropriately to the questions posed. On rare occasions, a minority of boys do not listen carefully enough, this happens most in less formal situations than the literacy hour. Speaking skills are about average. Pupils speak with reasonable clarity, but often with a limited vocabulary. Teachers stimulate learning by providing good opportunities to answer questions at length. In all classes, teachers skilfully led pupils to extend their replies by using simple questions to help pupils gain confidence, followed by more challenging ones.
- 63 By the end of Year 2, standards of reading are below the national average. Pupils make good progress from a low starting point, and about 90 per cent of pupils leave the school able to read simple text accurately. However, reading does not always lead to a clear understanding of what has been read. This has been identified by the school and has led to the provision of regular opportunities for pupils to complete comprehension tasks, including some for homework. The co-ordinator recognises that there is not a sufficiently coherent approach to the teaching of reading and that current arrangements do not ensure that pupils read books that are suitably challenging. This is because pupils often choose their own reading book from within a range of texts which have been 'levelled' by teachers. The development of reading is not, therefore, based on a systematic scheme used across the whole school. As a result, pupils too often select books that are too easy, a comment often made in

reading records by support staff who have heard children read. Pupils regularly read in whole class and group sessions during the literacy hour, but there are few other reading sessions. Pupils have too few opportunities to read aloud to the teacher, other members of staff or parent helpers. As a result, they do not make sufficient progress towards the higher levels and their learning is not reinforced often enough. They do not, therefore, read with sufficient accuracy or fluency. By Year 2, pupils know about authors and illustrators. Books are taken home regularly and teachers and parents comment on the quality of reading. However, these records indicate that many pupils do not read sufficiently often to ensure more rapid improvement.

- 64 By the end of Year 2, attainment in writing is about average. Pupils often write interesting and imaginative stories. However, weaknesses in spelling and handwriting are evident. Many opportunities are provided to write within literacy and other subjects. In addition, a weekly 'developmental writing' session further promotes writing skills. The effective use of this additional English lesson is a major reason why writing results are better than those for reading. Pupils write stories, reports and instructions. These show an improving vocabulary and interesting sentence structure. During Year 2, pupils are taught to use joined handwriting. However, many pupils do not form their letters correctly and do not find the move to a cursive script easy. Spelling is especially weak in Year 1 but improves during Year 2. As evident in spelling tests, pupils in Year 2 can spell most familiar words accurately. They do not, however, use correct spellings consistently in their writing, within literacy or other subjects. Teachers do not emphasise the importance of accurate spelling when copying from the board or books, and this results in pupils forming bad habits. Punctuation is used with reasonable accuracy, pupils use capital letters and full stops correctly.
- 65 The teaching of English, including in literacy lessons, is good. The best lessons have a brisk pace and high expectations. Pupils know what they are doing and why, and refer to their individual targets, which often relate to improving their writing. Teachers use a quiet, but firm, voice well to gain attention. At times, expectations about, for instance, spelling, are not emphasised enough. This was evident in Year 2, when, in an otherwise very good lesson, pupils were not reminded to spell accurately words which had been discussed in the whole class session. As a result, the pupils' instructions of 'How to build a robot' contained errors in words previously listed on the board. Staff use each part of the literacy hour effectively, with independent tasks being well organised. Plenary sessions, at the end of each lesson, are usually used well to explore pupils' learning and misconceptions. However, because pupils with special educational needs are usually withdrawn for the whole of a literacy session, they miss out on valuable opportunities to develop speaking and listening skills with the whole class. In the best sessions, teachers use good questions to help pupils extend their knowledge and check understanding. Pupils behave well because they are interested in their work, especially writing. The pace and learning in some early morning sessions are affected by pupils arriving late. Teachers, learning support staff and other adults provide good help to pupils whose English work is below most in the class, whether because of learning difficulties or English not being their first language. The quality of questions, in particular, helps them progress well.
- 66 The co-ordinator, who took over responsibility for English a little over a year ago, has accurately assessed the strengths and weaknesses of current provision. She recognises that new procedures will be necessary to ensure standards do not slip further as the proportion of pupils with specific needs increases. The headteacher analyses assessment data closely and the information is being used to help produce a plan for further improvement. One area already tackled is the need to improve pupils' comprehension skills. Good monitoring of teaching, planning and pupils' work

is helping to identify strengths and areas which need improvement. The curriculum for English is good, and stronger for writing, and speaking and listening than for reading. Writing skills are assessed very effectively, and the co-ordinator has plans to improve assessment of reading and to ensure it is consistent throughout the school.

MATHEMATICS

- 67 In National Curriculum tests in 2000, mathematics results were well below the national average, but average for schools of a similar nature. There has been a steep, steady and worrying decline in standards since 1997, when test results were well above the national average, and since the last inspection, when attainment was in line with, and often exceeding, national expectations. Inspection evidence confirms that standards now are well below average. No difference was found in the inspection in the attainment of girls and boys, though girls have been attaining slightly more highly than boys in tests for several years. Because attainment on entry to the school is very low, the overall progress made by pupils is good. Those pupils who enter school with reasonable mathematical ability progress well and attain the expected Level 2 or higher Level 3 by the end of Year 2. The reason for the decline in standards is the increase in the number of pupils with special educational needs or for whom English is an additional language, and the severity of their difficulty with it. The school concentrated on providing extra English help for these pupils. Meanwhile, analysis of the school's test results showed that additional help was also needed in mathematics, and this has been supplied since September.
- 68 The proportion of pupils attaining the expected Level 2 in the 2000 National Curriculum tests was well below average, as was the proportion reaching higher levels. According to teacher assessment, the proportion reaching the higher Level 3 in using and applying mathematics and shape, space and measurement was below average, and in number it was well below average. At the end of Key Stage 1, most pupils order, add and subtract numbers to 20, and recognise and name simple shapes. Average attaining pupils solve accurately simple problems with numbers to 20, although pupils with English as an additional language have difficulty even attempting them, and their spelling of words for shapes is poor, for example "rektngl" and "triamglar prissum". Since their arithmetical skills are average, it is their English that holds them back. Higher attaining pupils are more accurate and therefore more successful in arithmetic, and they make sensible estimates of length in centimetres before measuring using a ruler. However, many are still making mistakes in their actual measurement of length, starting their measurement at one rather than zero. In Year 2, pupils often mix up tens and units, showing an incomplete understanding of place value. The progress of pupils with special educational needs is good. They receive a great deal of support and the tasks they are given are carefully prepared to suit their needs.
- 69 Teaching and learning are good overall. No lessons were less than satisfactory, and good lessons were seen in both Years 1 and 2. Teachers' knowledge and understanding of the subject are generally good, although one teacher has had only two months' experience of the National Numeracy Strategy and is having to learn quickly. Some teachers are still in the position of feeling restricted by the strategy. They apply the suggested time framework rigidly, lacking confidence in adapting it to suit the particular needs of pupils at the school, especially those with English as an additional language. Planning, which is done together in years, is satisfactory overall, and would be good if timing within each section of the lesson were more flexible. Teachers' use of resources, including other adults, is good. Pupils are given individual attention by the adults when they need it, for instance, if they have special

educational needs. An emphasis on practical work and structural apparatus keeps pupils motivated and able to learn in small, identifiable steps. Pupils respond with interest and generally work hard. They focus well on the work, knowing exactly what they have to do, as teachers are careful to share the lesson objectives with them. In one good Year 2 lesson, the teacher read through the work with mathematically higher attaining pupils who were at an early stage of English acquisition, ensuring that they understood. Teachers target questions carefully, showing a good knowledge of individual pupils' level of understanding. Satisfactory or good classroom management ensures that pupils are kept working. The use of homework is satisfactory, and it helps to consolidate knowledge and understanding. Marking is conscientious and encouraging, and one teacher makes very good use of it to record, in their books, what pupils can do. Individual targets are given to pupils on cards, although sometimes the wording of these is too general.

- 70 Numeracy is supported satisfactorily, and often well, in other areas of the curriculum. The last inspection report indicated that pupils were getting a good introduction to angles and directions through the use of a programmable robot, and this is still the case. Pupils also get a good introduction to Key Stage 2 topics of data handling in science, where they produce bar charts and pictograms.
- 71 The school uses a commercial scheme as a basis for pupils' work. This is used well as a resource rather than a prescriptive and restricting document. The co-ordinator is highly competent and hard working, and the management of the subject is good. Teaching, planning and pupils' work are monitored and analysed well, and the school sets itself realistic targets, with increasing mathematical attainment having a high priority in the school development plan. The only major criticism is that the school should have acted sooner in targeting pupils with English as an additional language for extra mathematical support. A draft policy is in place in order to do this.

SCIENCE

- 72 Teacher assessments, at the end of Key Stage 1 in 2000, indicate that 90 per cent of pupils achieved the expected Level 2 or above, similar to the national average, and 21 per cent attained the higher Level 3, also similar to the national average. There is little significant difference in the attainment of boys and girls. Results in recent years have been consistently similar to, or a little above, the national average.
- 73 The previous inspection found that attainment was about average. The school has made good progress in science since then give the changed nature of the intake. Inspection evidence confirms that attainment is similar to, or a little above, the average. In particular, pupils apply their scientific knowledge and skills well. Teaching, which was described as at least satisfactory, and sometimes good, is now good overall, and sometimes very good.
- 74 Pupils acquire satisfactory knowledge and a good range of skills, which they apply well. Pupils in Year 2 followed instructions effectively and used their knowledge of electrical circuits to produce simple mathematical puzzle boards for pupils in Year 1 to use. Pupils in Year 2 observe and describe the different properties of a range of materials well. They group materials according to their possible uses. Higher attaining pupils respond positively to challenges which require them to use their knowledge to investigate a related problem. Attainment in science for lower attaining pupils is sometimes restricted by the breadth of their vocabulary. Pupils carry out

investigations carefully and record effectively how different surfaces influenced the distance travelled by a toy car. They then used the measurements collected to produce informative bar charts. The planning for, and support given to, pupils with special educational needs ensure that they extend their knowledge satisfactorily. Although sometimes not all work is completed by these pupils, that done demonstrates a secure understanding of the scientific ideas involved. Pupils for whom English is an additional language often make good progress because of the good level of support provided. As a result, Year 2 pupils produced puzzle circuit boards which linked the pupil's country of origin with that country's flag. The literacy skills of higher-attaining pupils are often extended because they are encouraged to write their own reports.

- 75 Throughout the school, pupils enjoy their science, especially practical activities. Their response is often good because of the enthusiasm teachers have for science and the way good links are made with other subjects. They were excited when correctly completing their circuit boards or when observing different sources of light in the classroom. Their attitudes to science and behaviour are good in whole class and group activities. Pupils work well with the class teacher or other adults. The majority of pupils are keen to answer questions posed by the teacher and they confidently make suggestions and carry out investigations. When working in pairs or small groups, pupils do so sensibly and share resources very well.
- 76 The quality of teaching is never less than satisfactory and is good overall. Some of the teaching in Year 2 is very good. The good teaching helps to promote learning by pupils, often because of the interest generated. The teaching of science is often imaginative and this captures pupils' attention. In addition, teachers make good links to other subjects, which helps to make the subject relevant to their learning. This was evident in Year 1 when work on light was linked to health and safety and festivals of light found in various religions. In Year 2, the design and production of circuit board puzzles was also effective. The best lessons demonstrate good subject knowledge, clear explanations, an ability to use teaching opportunities available during lessons to good effect and work suitable for the wide range of attainment in the class. Teachers' knowledge of science is generally sound, and in some instances it is good. In lessons that are satisfactory not enough attention is always given to, for example, the need for careful observation when completing scientific, observational drawings. Occasionally, the work of pupils with special educational needs is not completed but generally teachers vary the tasks set and the way pupils are asked to record their work. Teachers make good use of pupils' literacy and numeracy skills. Learning is often enhanced by skilful questioning, teachers start by use of a question requiring a simple one word answer, but this is then followed by one to extend the pupils' responses. Pupils are managed well and suitable resources used.
- 77 The pupils follow a broad and balanced curriculum based on the Qualifications and Curriculum Authority's scheme of work. This has not yet been adapted to meet the specific needs of the school, but teachers are very effective at making links with other subjects of the curriculum. Assessment is satisfactory and improving. The co-ordinator is to introduce a system by which pupils' skills, as well as their knowledge, are assessed. The range of information is used effectively when planning the programme of work. Science makes a very good contribution to pupils' spiritual, moral, social and cultural development. In particular, teachers plan opportunities to enhance pupils' spiritual development during lessons, such as how different types of light made them feel. The co-ordinator leads the subject well. She monitors planning and supports staff by teaching alongside them and discussing the effectiveness of various assessment strategies.

ART

- 78 By the time they leave the school, pupils achieve standards well above those expected. This is because the school's provision is very good. Very good attention is given to achieving a balance between the teaching of skills and a rich curriculum which stimulates and motivates pupils to achieve very well in a range of media. This represents very good improvement since the last inspection when standards were in line with national expectations.
- 79 Pupils develop a range of skills using two- and three-dimensional media to a very high level. From a young age, pupils learn the effects they can achieve with different materials, for example pastels and graphite pencils. Very good attention to the teaching of observational drawing helps them to draw effective portraits, landscapes and still life pictures. By the end of Year 2, pupils complete work to a very high standard. They made silk batik pictures in an Indian style, used vibrant colours to very good effect in pictures of the African bush, and drew exceptionally good pastel pictures of sea creatures. They make natural dyes to use in tie dying, weave fabrics and make clay lamps to help celebrate the Hindu festival of Diwali; all to a high standard. From an early age, pupils develop very good skills in drawing people or animals. This represents excellent progress in this aspect from when they start in the Nursery where the majority of new children have very poor drawing skills.
- 80 Teaching is very good and this results in very good learning taking place. Pupils' attitudes to work are always very good. Pupils are enthusiastic, work very hard and always try to produce work of their very best. Despite there being a number of pupils who find it difficult to concentrate and work well with others, their general enthusiasm ensures that, in art lessons, behaviour is good and pupils work well together. All pupils, including those with special educational needs and for whom English is an additional language, make very good progress to achieve very well for their abilities. Teachers have very good expertise, both in their knowledge of different skills and media, and of a wide range of styles of art. They teach the skills pupils need in the range of media very well. They also have very high expectations of what pupils can achieve and pupils respond positively to this, consistently producing work of a very high standard.
- 81 The curriculum is very good and is very effectively linked to the class topics. Good attention is also given to the development of skills and techniques which are planned for in a systematic way. The creative and aesthetic aspects of art are also promoted very well. The creativity and ideas which pupils gain help to improve their creative writing in English. Significant strengths of the curriculum lie in the richness of the different experiences offered to pupils and the very good thought given to celebrating the cultural traditions of pupils in the school. Each year a week celebrating the culture of different areas of the world, such as Africa and South America, gives pupils access to a wide range of artistic styles and traditions. The richness of the art curriculum gives excellent support to pupils' cultural development.
- 82 The good accommodation and resources are used well to help pupils achieve very high standards. The assessment of pupils' work and monitoring of their progress is satisfactory overall. Throughout lessons, teachers help pupils to evaluate their work and suggest ways in which it can be improved. However, there are no formal systems for recording the development of skills. The subject has been very well led and managed and the enthusiastic new co-ordinator is determined that the school's tradition of high standards in the subject will continue.

DESIGN AND TECHNOLOGY

- 83 By the end of Key Stage 1, pupils reach standards above those expected for their age. This judgement matches the standards seen at the last inspection. These good standards have been maintained despite the many demands on time from other curricular areas, for example literacy and numeracy. Therefore the school has made good progress since the last inspection.
- 84 The very good balance maintained between planning and making ensures that the youngest pupils gain a good understanding of the design process. The high standards they achieve in drawing help them to make good designs. They accurately identify the materials and processes they will use. All pupils take very great care to make an accurate model from their design. Good attention is paid to its being fit for the purpose, for example to ensuring the axle will work in a moving vehicle and a hinge will bend to open a door. Pupils develop a good knowledge of structures through activities such as designing a house and the furniture to go in it. Other models, which were completed to an above average standard, were robots made from scrap materials, musical instruments and candleholders.
- 85 Teaching is good. Both teachers and support staff have a good understanding of the structures and techniques pupils need to make their models. They achieve a very good balance between making suggestions for improvement and helping pupils to make their own choices. As a result, good learning and progress take place in lessons. Pupils enjoy their work, taking great care when joining or cutting materials and handling tools carefully. They work well together in groups and, despite a number finding it difficult to do so, most pupils behave satisfactorily. The high expectations teachers have of what pupils can achieve means that all pupils, including those with special educational needs and for whom English is an additional language, achieve well for their abilities.
- 86 The curriculum, that is related to the topics covered in each class, is good with due account being taken of new requirements. A particular strength is the links made with other subjects. This was illustrated effectively when pupils made a rain gauge to help their work in science, and when they wrote instructions for making a sandwich in food technology, which helped their learning in English. The good accommodation and resources are used effectively to promote learning. Subject management is good and the co-ordinator, who is a member of the senior management team, monitors the provision and pupils' work well.

GEOGRAPHY

- 87 When they enter the Nursery class, children have only a very limited knowledge and understanding of the world around them. However, good provision in both the Foundation Stage and at Key Stage 1 means that pupils reach standards in line with national expectations by the time they leave the school. This maintains the standards seen at the last inspection. However, the intake of pupils and their prior attainment has changed very much in the last four years. The school has responded very well to their needs and made good improvement to maintain standards in spite of prior attainment being lower than at the time of the last inspection.
- 88 Pupils have a secure knowledge of different places. They describe the main features and make comparisons, for example between their own environment and a Scottish Island. Through the very good provision of a week in each summer term where they

study a different area of the world, pupils develop a comprehensive knowledge of the way of life and culture of different countries. They recognise the features of different environments when they contrast the benefits of local transport in Clapham with the lack of pollution in country areas. They gain a secure knowledge of maps through making a three-dimensional map of an island and directing a programmable robot to follow directions.

- 89 Teaching is good and, because of this, good learning takes place which helps all pupils to make good progress and achieve well for their abilities. In lessons, pupils enjoy finding out about other places. Behaviour is generally satisfactory, although a small number of pupils find it difficult to control their enthusiasm and share resources. Teachers have good expertise and introduce new skills and knowledge confidently. They make good use of resources, such as maps and plans, photographs and pictures, to help learning. Great enthusiasm was displayed when pupils looked at photographs of different areas around Clapham. Teachers also make pupils well aware of what they are expected to do. There is a good mix of explanation and questioning which helps all pupils, including those with special educational needs and for whom English is an additional language, to make progress.
- 90 The curriculum is soundly planned through half termly topics with good links made to other subjects, for example art and ICT. Good thought is given to using the local area and recently pupils enjoyed a visit to central London. The subject is well managed by an enthusiastic and knowledgeable co-ordinator, who has made good plans to adapt the new orders to the specific needs of pupils. The accommodation is used well to support learning, particularly when small groups of pupils with special educational needs work in an area with an assistant to give extra support.

HISTORY

- 91 A changing intake of pupils since the last inspection, many of whom come from a wide range of nationalities and cultures, means that current pupils' prior knowledge is very low. The school has taken good steps to provide for their needs and put in place good improvements in both teaching and the curriculum since the last inspection. All pupils, including those with special educational needs and for whom English is an additional language, make good progress to achieve well for their abilities. By the time they leave the school most pupils reach standards in line with national expectations.
- 92 Younger pupils enjoy being history detectives when they look at pictures and photographs of homes in the past. Good observational skills, developed as part of their learning in art, help them to identify different features and compare and contrast them with homes today. Year 2 pupils have a good knowledge of what hospitals were like in the Crimean War. The use both pictorial and written accounts effectively to identify how changes in medicine developed from Victorian times until today.
- 93 Teaching is good. Teachers enthuse and motivate pupils. As a result, they concentrate and work hard to make good progress in lessons. Pupils enjoy history lessons. They behave well and work together in groups sharing resources effectively when asked. Teachers have high expectations of pupils in relation to the skills they can develop, for example in gaining information from looking at artefacts for a Victorian Washday, and the knowledge they can gain through stories of famous people, like Mary Seacole. They explain things well, particularly when using resources such as pictures and photographs. Pupils listen attentively at these times and ask good questions. This enables them to make good progress in lessons and in their knowledge and understanding.

- 94 Good thought has been given by teachers to developing the curriculum to meet current initiatives and also the needs of pupils in the school. Learning about nursing in Victorian times through the life of Mary Seacole was specifically chosen because she came from an ethnic group similar to many pupils. There is an appropriate emphasis on both the acquisition of historical enquiry skills and also knowledge about the past. Good links are made with other subjects, such as art and English. The subject co-ordinator is very experienced and gives good support to colleagues. The good sized accommodation provides well for small group work which helps to support pupils with special educational needs and those for whom English is an additional language.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 95 Standards at the end of Key Stage 1 are in line with national expectations. Pupils know the different parts of the computer and what they do, and are beginning to know the functions of special keys, such as 'shift' and 'delete'. Pupils are familiar with painting programs, and confidently change colour and tool. They use databases to produce bar charts and pictograms with help, and are becoming familiar with word processing. Pupils write sentences, and then save, edit, load and print. Standards in computer control are above those found in most schools at the end of Key Stage 1. Pupils program a robot to go forwards and back and turn right or left through 90 degrees and 45 degrees. They use CD-ROMs and the worldwide web to retrieve information. Although the school has plans for pupils to send and receive e-mails, no work on e-mail has yet been done.
- 96 Teaching and learning are good. Teachers have worked hard to make sure that they themselves are knowledgeable in this rapidly changing subject. The school has used money from the 'New Opportunities Fund' to train teaching and support staff. The school has further employed a learning support assistant as a computer assistant to help in class and develop and make resources, such as a 'Roamer' mat. This has a road marked on it with various landmarks, such as Stonehenge, mountains and a cottage, for pupils to program the 'Roamer' robot to travel along the road to various destinations. In a very good Year 2 lesson, pupils did just this, showing good understanding of space and direction. This lesson was well thought out and thoroughly prepared. The purpose of the lesson was clear, and pupils knew exactly what was required of them. The teacher managed to generate excitement, and then channel it, through very good classroom control, into a very good learning experience encompassing programming, robotics and mathematics. ICT is also used to support other areas of the curriculum, such as using databases in science, or searching the worldwide web for information on Mary Seacole in history.
- 97 The last inspection reported that standards were in line with national average. This is still the case, but national expectation has risen considerably since the last inspection. The school has done well in keeping up with, and in some ways, such as computer control, bettering the national trend. The computer assistant records pupils' skills to supplement teachers' records, so the school has a very good idea of what pupils can do, and this enables them to target help where it is needed. These records have not been in use long enough to be passed from teacher to teacher, but the school has made a good move in this direction. The computer assistant is a definite asset and used well. She and the co-ordinator make an effective team, and the subject is well managed, with effective monitoring of the curriculum, teachers' plans and teaching itself. The school knows what needs to be done, and is doing it.

MUSIC

- 98 Standards in music are in line with those seen nationally in Year 1 and above those seen nationally in Year 2. Standards have been maintained since the last inspection. Pupils sing in tune and with some gusto. Although singing can be quite harsh, pupils sing sweetly when specifically asked to do so. Year 2 pupils know technical terms such as rhythm, dynamics and pitch. They recognise crotchets and quavers, and clap or strike percussion instruments for the correct relative time, although they are still at the stage of moving too quickly from one line to the next when not being conducted. Pupils are also becoming conversant with using simple symbols for high and low pitch and for loud and soft volume. They are less confident when dealing with *rallentandi* at the end of hymns.
- 99 Teaching and learning are good, and sometimes very good. In one very good Year 2 lesson, the teacher provided each pupil with an untuned percussion instrument. Pupils behaved very sensibly, not making any sound until they were told to. The teacher's very high expectations of what pupils could do led to enthusiastic hard work and a very good pace of learning. By the end of the lesson, pairs of pupils had composed short percussion sequences on their instruments and were recording rhythm, dynamics or pitch. They were left in a good position to move on to combining notation for rhythm and pitch in the near future, and dynamics in the far future. In a good Year 1 lesson, pupils were learning to use percussion instruments imaginatively to enhance the effect of nursery rhymes, for example with a triangle in "Twinkle, Twinkle, Little Star", or with castanets for the king's horses in "Humpty Dumpty".
- 100 Assessment of music is satisfactory. Teachers have a checklist of skills, which they fill in for each pupil. The co-ordinator, a music specialist, visits the school one day each week to work alongside class teachers, who then develop ideas during the rest of the week. The system works well. Music makes a significant contribution to pupils' personal, especially cultural, development. A variety of recorded music is played at the beginning and end of assemblies. Every year, during the week devoted to one particular region of the world, pupils experience the music of different cultures in greater depth. Some years this is the music of their own heritage, and other years the music is part of the heritage of their friends, encouraging self-worth and a feeling of security and belonging.

PHYSICAL EDUCATION

- 101 The previous inspection indicated that pupils' attainment was generally average. The school has maintained these standards and continues to provide a balanced curriculum. In the lessons seen, standards of attainment were at least satisfactory. Pupils with special educational needs, and those for whom English is an additional language, make similar progress to other pupils.
- 102 All work observed related to dance. Pupils in Year 1 produce a suitable range of movements to illustrate those of different animals. Both boys and girls are beginning to move in time with music satisfactorily. In an excellent Year 2 lesson, clear teaching of how to improve performance by relating robotic movements to the pace and rhythm of the music, led to significant progress.
- 103 Learning by pupils is promoted when careful attention is given to explaining how to improve performance. In the best lessons, very good opportunities were developed by

teachers to allow pupils to comment on the work of others. Not all lessons developed the skill of evaluating each other's performance sufficiently. Pupils enjoy physical education. They have good attitudes and display good behaviour during lessons. Pupils are keen and attentive; they listen carefully to the teachers' instructions.

- 104 The quality of teaching is good and has improved since the last inspection, when it varied from very good to unsatisfactory. Teachers use resources, including time, well, although occasionally, because some lessons are rather long, pupils become tired and the pace of learning drops. In an excellent session, the teacher developed the lesson with skill. After an initial warm-up activity, she assessed pupils' performance in dance and then took time to teach how it could be improved. The challenge was then raised as pupils needed to co-operate and teach each other their actions. Finally, a well organised opportunity for evaluation was used effectively. As a result, pupils' learning and performance were enhanced. Teachers emphasise aspects of language during lessons and this helps to develop speaking and listening skills. In the best lessons, good assessment helps teachers step in to suggest ways of improving. Teachers promote social development by encouraging pupils to work in groups and to listen to each other's ideas. Good planned opportunities to promote spiritual development are provided, such as to reflect on how well they worked as part of a team.
- 105 The co-ordinator has recently taken over and has already moved the subject forward. She has introduced the 'top play' material into the school and this has helped teachers with their planning. She is developing assessment procedures to record the development of pupils' physical education skills. Once reviewed and discussed with staff, these will be introduced throughout the school. Accommodation and resources support learning well. The co-ordinator considers that the introduction of organised games at playtime and lunchtime has already led to an improvement in pupils' games skills.

RELIGIOUS EDUCATION

- 106 Standards in religious education are above the expectations of the Agreed Syllabus. The school places a high emphasis on the subject as part of its provision for spiritual, moral, social and cultural education, and it succeeds well. Year 2 pupils have a good knowledge of Islam and Hinduism, as well as Christianity. They know about acquiring new clothes for Eid, and about rituals associated with Muslim prayer, such as removing shoes, washing hands, using a prayer mat and facing Mecca. In classrooms and corridors, there are displays of good quality work by pupils in religious education, and of artefacts designed to stimulate thought and discussion.
- 107 Teaching and learning are good. In a good Year 1 lesson, pupils who did not know the story were asked to predict who would help the injured traveller in 'The Good Samaritan'. With their interest engaged in this way, they were drawn fully into a consideration of the moral issues in the story. In a good Year 2 lesson on Ramadan, an undergraduate member of the local Muslim community brought the lesson alive by demonstrating clothing and artefacts, as a result, pupils were fascinated. This was a good use of local expertise, and the teacher asked pertinent questions of the pupils and the guest to ensure the acquisition of knowledge and understanding.
- 108 The first key issue of the last inspection was to implement the curriculum for religious education fully. At the time, provision was not consistent throughout the school. The curriculum is now satisfactory, and implemented consistently and well, so improvement since the last inspection has been very good. The school uses the

Locally Agreed Lambeth Syllabus, into which it has woven spiritual, moral, social and cultural elements, and linked it well to other subjects. This was illustrated by discussion about Festivals of Light in Year 1 science lessons and the way Hindu Rangoli patterns produced using a computer drawing package were connected to symmetry in mathematics. The school has just introduced a comprehensive assessment scheme, which has yet to take hold, so the use of assessment is unsatisfactory at present. The subject is well led by the headteacher, who uses assemblies for religious education, and has invited Christian, Muslim and Hindu groups to take part.