

# INSPECTION REPORT

## **PARK WALK PRIMARY SCHOOL**

Chelsea, London

LEA area: Kensington and Chelsea

Unique reference number: 100486

Headteacher: Ms. Nicky Ostwald

Reporting inspector: Ms. Ruth Frith  
2490

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> November 2000

Inspection number: 225383

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Park Walk  
Kings Road  
London

Postcode: SW10 0AY

Telephone number: 020 7352 8700

Fax number: 020 7460 6820

Appropriate authority: The Governing Body

Name of chair of governors: Mrs. Deborah Cowie

Date of previous inspection: 8<sup>th</sup> – 11<sup>th</sup> June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms Ruth Frith 2490	Registered inspector	English History Music Special educational needs	What sort of school is it? What should the school do to improve further? The school's results and achievements. How well are pupils taught? How well is the school led and managed?
Ms Juliet Baxter 9075	Lay inspector		Pupil's attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Ms Geraldine Dinan 30695	Team inspector	Science Art and design Design and technology Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Ms Hilma Rask 30266	Team inspector	Mathematics Information and communication technology Geography Physical education Foundation Stage English as an additional language	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Park Walk Primary School is a community school for boys and girls of all abilities aged three to eleven years. There are 168 full-time and three part-time pupils on roll including 30 children aged under five. The school is situated in Chelsea in the Royal Borough of Kensington and Chelsea where 53 per cent of primary school children resident in the borough are educated privately. The school population reflects a wide range of socio-economic backgrounds and over half live in un-waged households. Many of the children live close to the school in social housing and the percentage of pupils entitled to free school meals is well above the national average. On entry to the nursery, most children have low standards, particularly in social development and language. Nearly 60 per cent of the pupils come from ethnic minority backgrounds and over 50 per cent come from homes where English is not the first language. There is an above average percentage of pupils with special educational needs. High mobility is a strong feature of the school and records indicate that 44 per cent of pupils start or leave school outside of the usual times.

### **HOW GOOD THE SCHOOL IS**

Park Walk Primary School is a good school, which serves the local community well. It achieves high standards when compared with similar schools and is particularly effective in supporting pupils with special educational needs and those for whom English is not their first language. The leadership and management of the school are very good and manifest themselves in a strong commitment to raising standards whilst also developing the personal and social education of the pupils. The focus on improving the quality of teaching has brought significant improvements and over eight out of ten lessons observed were judged to be good or better. Finances are well managed and used effectively to improve the quality of learning and the environment. Taking all these factors into account, the school provides good value for money.

#### **What the school does well**

- The school is very well led and managed. The vision and commitment of the headteacher and the senior staff are key features in the school's development and work to improve standards.
- By the time they leave school pupils achieve very high standards in English and science and well above average standards in mathematics when compared with pupils from similar schools.
- The quality of teaching is good overall and very good, and occasionally excellent, in nearly a third of lessons.
- The curriculum for the Foundation Stage is very good and this, together with the consistent good quality of teaching, results in these children developing good attitudes to learning and making good progress.
- Pupils with special educational needs and those who speak English as an additional language receive good support, which ensures that they achieve well in relation to their prior attainment.
- The good ethos reflects the supportive and encouraging attitude which staff have for the pupils in their care. This, in turn, develops confidence in the pupils and makes them keen to come to school and learn.
- The provision for pupils' spiritual, moral, and social development is good and this encourages pupils to develop good behaviour and very good relationships, personal and social skills.
- Links with parents are good. Parents are supportive of the staff and the work that they do.

### What could be improved

- The music curriculum and pupils' achievements in music.
- Teachers assess pupils' attainment well in English, mathematics and science but assessment in other subjects is less formalised and consequently it is more difficult to track pupils' progress from one class to another.
- Despite vigorous efforts on the part of staff and governors the attendance rate is unsatisfactory.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last full inspection of the school took place in June 1998 when, although the school was judged to be giving its pupils an acceptable standard of education, it nevertheless had serious weaknesses. Since then, the school has made significant improvements in many areas of the curriculum and addressed the key issues identified in the inspection report. The introduction of the literacy and numeracy strategies has resulted in more pupils attaining an appropriate level for seven year olds in reading and writing and in more pupils attaining an appropriate level for 11 year olds in both English and mathematics. Pupils' attainment has also improved in science, information and communication technology, art, design and technology and history at both key stages and in religious education at Key Stage 2. These improvements are a result of a much improved curriculum which is planned to meet the variety of needs within each class. All subjects now have appropriate schemes of work which ensure that pupils' knowledge, skills and understanding are built on systematically. Work is now better matched to the pupils' prior attainment, and the good support provided for pupils with special educational needs and those who speak English as an additional language ensures that they make similar progress to that of their peers. Assessment of the pupils' work and attainment has improved in English, mathematics and science and the information gained from this is used well when planning lessons.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	D	C	A*
mathematics	E	D	D	A
science	E*	E	A	A*

**Key**

very high            A\*

Well above         A

average

above average     B

average             C

below average     D

well below         E

average

very low            E\*

These results show that in 2000 the performance of pupils in English was average, in mathematics it was below average and in science it was well above average when compared with all schools nationally. Over the last four years the school's standards in English, mathematics and science have been improving in line with the national trend. When compared to schools with pupils of a similar background, the results indicate very high standards in English and science and well above average standards in mathematics.

Evidence from this inspection confirms that pupils' attainment in the current Year 2 and Year 6 is below average in English, average in mathematics and above average in science. Pupils are generally on course to reach the targets set in English and mathematics, although the number of pupils in the current Year 6 class is small and achievement by an individual pupil will significantly impact on the overall percentage of attainment. Throughout both key stages, attainment is adversely affected by the significant number of pupils who join the school with little or no English, the above average percentage of pupils with special educational needs, the unsatisfactory rates of attendance and high levels of mobility which results in a fragmented learning experience for many pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children quickly gain good attitudes to learning on entry to school and sustain these throughout both key stages.
Behaviour, in and out of classrooms	Good throughout the school. Pupils generally respond well to the high expectations of teachers and support staff.
Personal development and relationships	The staff help pupils to develop into mature and responsible pupils by the time they leave school. Relationships in the school are very good.
Attendance	The attendance rate is very low in comparison with other schools and this impacts negatively on the quality of learning. A small minority of pupils arrive late to school.

The pupils' good behaviour, very good relationships and personal development provide a good basis for their learning and make a positive contribution to the levels of attainment that they achieve.

## TEACHING AND LEARNING

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

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

Across the school, the quality of teaching is excellent in three per cent of lessons, very good in 29 per cent, good in 50 per cent and satisfactory in 18 per cent. No unsatisfactory teaching was observed. Teaching has improved as a result of a good professional development programme based on identifying good practice and areas for development, through systematic monitoring and evaluation.

The teaching of children in the Foundation Stage is particularly effective in developing their personal and social skills and their attitudes to learning. These strengths are built upon successfully in Key Stage 1 where the school focuses on developing the core skills of literacy and numeracy, and targets valuable additional support for pupils with special educational needs and for those who speak English as an additional language. Teachers are encouraging and this results in most pupils becoming confident, keen to answer questions and put forward their own points of view.

Teachers have adopted the literacy and numeracy strategies well and many use the format of these sessions when teaching other subjects. In the best lessons, they help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for the lesson and encouraging them to review their achievements at the end of the session.



The quality of teaching in English and mathematics is good overall but teachers do not always develop pupils' writing sufficiently in lessons other than literacy. Staff are responding enthusiastically to the use of the excellent off-site facilities where they teach specific information and communication technology lessons.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The quality and range of the curriculum for the Foundation Stage pupils are very good. They are satisfactory at Key Stage 1 and 2.
Provision for pupils with special educational needs	Curricular provision for pupils with special educational needs is good. Pupils are carefully assessed and their needs are accurately diagnosed.
Provision for pupils with English as an additional language	Pupils learning English as an additional language are well provided for by class teachers and support staff. Work is carefully planned and these pupils receive enhanced opportunities for speaking and listening through good quality questions.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' spiritual, moral and social development is good. The school develops a range of positive values in the pupils, including those of care, respect and tolerance. Provision for cultural development is satisfactory.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make very good provision for their welfare, health and safety. Teachers assess pupils' attainment well in English, mathematics and science but assessment in the other subjects is less systematic.

The school works well in partnership with the parents and encourages them to become involved in their children's learning. Parents feel valued by the school and they appreciate what it does for them and their children. The quality of information provided for parents is particularly good.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school and central to this is the aim to raise standards. She is effective in motivating staff and building a team with a shared sense of values and priorities. She is ably supported by the senior management team and subject co-ordinators.
How well the governors fulfil their responsibilities	The governors fulfil their roles well and are fully involved in the school development planning process. They support and work with staff effectively and have a clear understanding of the school's priorities for improvement. All statutory requirements are met.
The school's evaluation of its performance	There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims.
The strategic use of resources	Financial planning by the headteacher and governors is good and the school manages and uses its resources well. Correct financial procedures are followed and staff and governors seek to obtain the best value for their spending.

There are sufficient suitably qualified teachers to ensure that class sizes are not too large. Teachers are versatile and between them have good knowledge of all primary school subjects. Support staff are well trained and the good support they provide is a contributory factor in the pupils' learning. The building provides spacious accommodation and the school's learning resources are good overall.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is well led and managed.</li><li>• Children like going to school and make good progress.</li><li>• The teaching is good and children are expected to work hard.</li><li>• The school works closely with parents and they are kept well informed about their child's progress.</li><li>• Parents feel comfortable about approaching staff if they have any questions or problems.</li><li>• Teachers are very good at supporting pupils and promoting a caring ethos.</li><li>• Behaviour is good.</li></ul>	<ul style="list-style-type: none"><li>• The consistency and quality of homework.</li><li>• A wider range of extra-curricular activities.</li></ul>

Inspectors support the positive views held by parents. However, they do not concur with the views of a minority of parents who think that the consistency and quality of homework are unsatisfactory. Inspectors believe that the provision of homework is very good and the homework set effectively supports the work done in school. The inspectors understand and appreciate the parents' views on the provision of extra-curricular activities, but when lunchtime activities are taken into account along with visits and activities outside of formal school hours, provision is satisfactory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Children enter the nursery with a range of abilities and experiences but most have poor language skills. A few children each year enter the nursery with little or no spoken English. They make good progress due to the very good quality and breadth of the curriculum, and good teaching. By the time they are ready to start Year 1, the large majority of children reach the nationally expected standards in mathematical development, knowledge and understanding of the world, creative, physical, personal, social and emotional development. A minority of pupils do not reach the expected standard in communication, language and literacy although they have made good progress. This is because they have started school with poor language skills and insufficient time has passed for them to reach the level demonstrated by the majority of children of the same age nationally.
2. Results of the 2000 National Curriculum tests and teacher assessments for seven year olds indicate that in comparison with all schools, pupils' attainment was well below the national average in reading and below average in writing and mathematics. When compared with schools whose pupils are from a similar background, attainment was average in reading, above average in writing and well above average in mathematics. At the age of 11, pupils' attainment in the 2000 National Curriculum tests, when compared with all schools, was average in English, below average in mathematics and well above average in science. When these overall results are compared with those of similar schools, pupils' attainment in English and science was very high and in mathematics it was well above average.
3. The school has an above average percentage of pupils with special educational needs and a significant number of pupils joining the school with little, or no, spoken English. Although these pupils make good gains in their learning, sometimes they are insufficient to bring them up to the standards expected for their age. Over the last four years the school's standards in English, mathematics and science have been improving in line with the national trend although there have been dips in attainment within this. The school's tracking system, which indicates the gains that pupils make in their learning, highlights that the vast majority of pupils meet the targets set by the school although in some cases this does not equate with the national levels of attainment. Care should be taken when analysing the results of small year groups such as the current Year 3 and Year 6 as the effect of one additional pupil on, for example, a school percentage measure can be considerable.
4. Evidence from this inspection confirms that, overall, the standards achieved by pupils in the current Year 2 and Year 6 are below average in English because few pupils reach the higher levels. Also, a significant number of pupils in each class have special educational needs which affects their learning in reading and writing. The introduction of the literacy strategy has had an impact in the school by helping to focus teaching in English, particularly reading and writing. This is enhancing the standards achieved overall, but particularly in writing at Key Stage 1 and in all aspects of the English curriculum at Key Stage 2. There is evidence that standards are improving in speaking, listening, reading and writing at both key stages. In some classes, however, pupils receive insufficient opportunities to write at length in other subjects of the curriculum beside English.
5. Standards of attainment for pupils in mathematics are average for seven year olds and 11 year olds. The introduction of the numeracy strategy is beginning to impact

on the progress which pupils make and the standards that they achieve. Pupils get regular practice in developing and consolidating their number skills and the daily mental mathematics sessions aids their thinking. It is also starting to enhance learning in other areas of the curriculum such as science, design and technology and information and communication technology. The heightened pace of work and additional challenge which teachers are able to provide in the twice-weekly sessions when pupils are placed in groups of pupils with similar ability, are significant factors in improving standards at Key Stage 2.

6. By the age of seven and 11, pupils reach above average standards in science. The adoption of a new scheme of work and the greater focus on investigative activities have already led to improved standards in science. Teachers make meaningful links between science and other subjects and this has a positive impact on the pupils' overall knowledge and understanding.
7. Pupils make good gains in learning in art and design at both key stages and reach standards that are above those expected for pupils of the same age nationally. There is a strong commitment to the development of the subject and some pleasing work of a good standard is evident throughout the school. At Key Stage 2, pupils make good progress in design and technology and reach above average standards. Designing and making activities are purposeful, enjoyable and well taught and this, together with the pupils' good attitudes to the subject, has helped to improve the standards achieved. Standards have also improved in religious education at Key Stage 2 and pupils now reach standards above those expected for pupils of this age.
8. Satisfactory gains in pupils' learning have been made elsewhere apart from in music and geography at the end of Key Stage 2, where standards currently are below those expected. However, standards in geography are satisfactory with the younger pupils. The school has recently introduced a new geography curriculum and the older pupils have not benefited from a systematic curriculum in the past. Standards in music are below average due to a lack of richness in the curriculum, and insufficient resources and opportunities for pupils to develop their performance skills. Also, work is not well matched to pupils' prior attainment due to deficiencies in assessment. Consequently, some pupils do not make the progress of which they are capable.
9. No significant difference was noted in the progress of boys and girls during the inspection but the school has identified the need to continue to monitor this and use the information gained from tests to see if any clear differences emerge. The school has already taken certain actions to try to improve standards in writing, particularly for the boys, and early indications are that these are proving successful.
10. Pupils with special educational needs make good progress towards the targets identified on their individual education plans. They receive a good level of in-class support and, by the time they leave the school, most reach standards in line with their abilities.
11. Pupils learning English as an additional language make good progress towards their individual targets, especially pupils in the earliest stages of learning English where language acquisition is most rapid and very good progress is made.

### **Pupils' attitudes, values and personal development**

12. Children joining the nursery and reception classes clearly benefit from the school's sensitive and well-structured induction arrangements that include home-visits from

the early years staff. These little ones quickly adjust to the school's routines and procedures and immediately start to make good progress in all aspects of their work and play. They attend whole-school celebrations and enjoy the contribution of older pupils, as observed when Year 2 presented a lively assembly. In the reception class, children listen attentively, for example, to their stories at the end of the school day. They talk confidently about the contents and make some astute comments as the stories unfold. This illustrates good progression in their speaking and listening skills and includes children for whom English is an additional language. The school's strong investment in providing a happy and positive start to these children's schooling is a wise one that provides a very firm foundation for their future years in the school.

13. Pupils' attitudes in all year groups are generally positive. Most enjoy their lessons and they comment that they particularly relish investigative work in science. Mathematics is also popular with a number of pupils, particularly the older ones. With a few exceptions, they concentrate and pay attention well throughout all lessons. This is due to the teachers' skills in making lesson content interesting and ensuring appropriate pace of learning which is tailored to meet individual needs.
14. Standards of behaviour are generally good in all classes throughout the school day and although behaviour was judged to be good at the time of the last inspection many parents and staff did not agree and comment that there has been a vast improvement since then. There are still instances of less than acceptable behaviour on occasions but this tends to be silliness on the part of a small number of pupils as opposed to more serious misbehaviour. There were seven exclusions in the year prior to this inspection involving three pupils. There have been no exclusions since.
15. Behaviour outside the school in the playground is also generally good. The school does not have a green field site and the playground is small and thus confining to pupils who naturally want to let off steam at break-times. Playground support staff, on their own initiative, have produced an impressive and effective system where areas of the playground are zoned and pupils are given the opportunity to play in different zones on a rotating basis throughout the week. One of these staff runs a popular and oversubscribed sewing club which develops pupils' skills, helps to reduce congestion in the playground and ensures appropriate behaviour. No bullying was observed during the inspection and pupils confirm adamantly that this does not take place in the school. They are confident that should it do so, all adults in the school would deal it with firmly and effectively.
16. Pupils' personal development in all year groups is good. They are invested with the staff's trust to carry out a variety of responsible tasks, for example as monitors and head monitors, and they respond well to the challenges with which they are charged. Year groups 3 to 6 elect representatives to sit on the School Council and there are class meetings in these year groups to discuss the Council's actions and to make suggestions and recommendations for its agendas. Attendance at School Council meetings on the part of an outsider is a delight to observe. Subtly enabled by the headteacher and chair of governors, pupils discuss matters of importance in the day-to-day running of their school with confidence and maturity, in the knowledge that their contribution will be listened to and valued.

The way the Council and class meetings have been set up ensures that a large number of pupils are beginning to understand representative and democratic processes and that they make a strong contribution to the running of the school community.

17. Relationships between pupils and pupils and adults in the school are very good and based on mutual respect and trust. There is a racial harmony in this community that

believes implicitly in the promotion and celebration of diversity. Pupils from many varied backgrounds and cultures play and learn together throughout the school day in an atmosphere of warm respect and acknowledgement that each and every individual has something special to offer the school.

18. Pupils' positive attitudes, generally good behaviour, high standards of personal development and very good relationships are a noticeable feature that underpins their improving attainment and progress.
19. Despite vigorous efforts on the part of staff and governors, the attendance rate is very low when compared with other schools. This is explained mainly by high mobility and long holidays taken by some pupils when they return to their country of origin. Individually, a large number of pupils have good attendance rates but, as the school endeavours to meet the targets for attendance agreed with the local education authority, it is the above two factors which make the task a difficult one. Punctuality, again usually on the part of a small number of pupils, is frequently unsatisfactory and a number of pupils lose a considerable amount of lesson and learning time by arriving late at school.

#### **HOW WELL ARE PUPILS TAUGHT?**

20. The school has improved the quality of teaching since the last inspection and this has helped to enhance the progress which pupils make and the standards that they achieve. Across the school, teaching is excellent in three per cent of lessons, very good in 29 per cent, good in 50 per cent and satisfactory in 18 per cent. No unsatisfactory teaching was observed.
21. The quality of the teaching for children in the Foundation Stage is good, and an important factor in the way children develop good personal and social skills, attitudes to learning and behaviour. In the nursery, planning is good and reflects the national guidance for teaching children of this age. Appropriate attention has been placed on settling children into the nursery environment and a very good range of activities is provided which maintains the children's interest and supports their learning. A good balance is made between direct adult teaching and activities, which encourage the children's ability to make choices and work independently or with each other. The assistants give valuable support to children and work well with the teacher to provide a consistent approach to teaching and learning.
22. These good features are systematically built upon in the reception class where the teacher and support staff work well together. They have high expectations of the children and calmly and sensitively relate to the children in a positive way. This results in children being clear about what they should do and learn. The good quality of the planning results in pupils receiving a wide range of experiences across all curriculum areas, which build systematically on their prior attainment. The reception class children gain experience of a modified literacy and numeracy session each day and this ensures, that by the time they reach Year 1, they are familiar with the teacher's expectations in these areas.

For some periods during the week, children in the nursery and reception classes work and play together. This ensures that the reception class children have good access to a range of imaginative and outdoor play, and that all children have further opportunities to develop their social skills.

23. In the Key Stage 1 and Key Stage 2 classes, the quality of teaching is good overall. Teachers focus well on developing the pupils' literacy and numeracy skills and target valuable support to those pupils with special educational needs and those who speak

English as an additional language. This use of resources is proving successful in enhancing the progress that these pupils make, and the standards that they achieve. The placing of pupils into sets for mathematics for two periods a week is proving to be successful, as teachers find it easier to plan work that meets the range of abilities in the class.

24. Across the school, teachers plan their lessons well. The school has developed a coherent system where clear learning objectives are identified and shared with pupils. This means that the pupils are clear about what they should learn and at the end of most lessons have the opportunity to reflect on the progress that they have made. Increasingly so, teachers are using the structure of the literacy and numeracy sessions in other subject lessons and this is contributing positively to the overall quality of teaching. Many teachers start the lessons with a clear outline of what the class will be doing, recap on previous learning and introduce new information and skills either through direct exposition or demonstration. The pupils then work either in groups or independently to consolidate this learning and come together as a class at the end of the lesson to share learning points and evaluate what they have done. Within this structure, a satisfactory range of teaching methods is used to gain the interest of the pupils and ensure that they are involved in their learning. For example, in a Year 1 class, pupils are encouraged to play the role of a character in the book and answer questions from the teachers and others in the class. This activity develops the pupils' confidence, and speaking and listening skills, well.
25. Staff have focused on developing the pupils' skills in a coherent way and have successfully used the literacy and numeracy strategies to meet the needs of pupils. The literacy strategy helps to engender the love of poetry as in the Year 4 class, and the numeracy strategy ensures that pupils get regular practice in using their mental mathematics skills. Planning has improved and staff ensure continuity of provision through their medium and long-term planning. Additional booster classes have also been provided, which have supported the pupils' learning. Support teachers and assistants work effectively alongside class teachers and make a significant contribution to pupils' learning in these areas. Teachers are now at the stage to extend the opportunities for pupils to practise their writing more consistently across other subjects.
26. In the best lessons, expectations are high, the pace of learning is good and pupils are challenged. In a Year 3/4 mathematics lesson, these good features were evident as pupils were encouraged by the teacher to understand mathematical concepts. Overall, teachers have good subject knowledge, which is a result of an effective staff development programme, and they use this well in their planning. Teachers generally use time and resources well.
27. The quality of relationships between staff and pupils is very good and this has a significant influence on how, in most cases, staff successfully manage the pupils in their care. Teachers are encouraging and supportive and this results in most pupils becoming confident, keen to answer questions and put forward their views.

Teachers use their knowledge of pupils well and encourage them to improve and work harder in lessons. Teachers take full opportunity to comment on pupils' work through their marking and this ensures that most pupils are clear about how they can improve. Also, the presentation of pupils' work is of a good standard as teachers have high expectations and encourage pupils to do the best they can. The school has very good arrangements for the setting and marking of homework, which extend and complement the pupils' work in school time. The work covers several curriculum areas with a particular focus on English and mathematics. Homework is marked well and praise given, when appropriate.

28. Senior management has a clear view of the quality of teaching expected from staff and work hard to achieve it. The team realises that many of the pupils have specific needs, which will only be fully addressed with the provision of consistent good teaching. Staff work hard to improve the environment by displaying pupils' work, for example, in art. This supports the children's sense of self-esteem and encourages them to work harder.
29. Good strategic planning ensures that pupils in the greatest need receive additional support to develop their use of English as an additional language. The nature of support is reviewed on a regular basis in order to respond to changing needs within the school. At the current time, there is a focus on partnership teaching in the Foundation Stage and in the Key Stage 1 classes. This provides teachers with a model of good practice in supporting pupils at all stages of learning English as an additional language, and benefits all pupils. Good teaching takes place, which results in good progress in learning. The newly appointed teaching assistant who is funded by the Ethnic Minorities and Travellers Achievement Grant provides good further support. In response to the significant number of pupils at Key Stage 2 who are in the earliest stages of learning English as an additional language, regular withdrawal sessions take place. In these sessions the specialist teacher is able to build up the pupils' knowledge and understanding of the basic structural patterns and key vocabulary of English, which will enable this group of pupils to participate more fully in the classroom in the future. During these sessions the pupils make good progress and teaching is of a consistently good quality.
30. The teaching of pupils with special educational needs is good. Their needs are correctly identified and teaching is well focused towards reaching the targets identified on their individual education plans. Teachers and support staff work well together and provide a consistent approach to teaching and learning which helps pupils to feel secure in their learning and be willing to try hard, in most cases.

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

31. The Foundation Stage Curriculum in the nursery and reception classes is very good. The children receive a good range of experiences, which develops their knowledge, skills and understanding across all areas of learning. At Key Stages 1 and 2 the curriculum is satisfactory. This represents good improvement overall since the last inspection.
32. The school meets its statutory obligations to teach all the subjects of the National Curriculum and religious education. There are effective policies which reflect the school's long-term aims and there are good, systematic schemes of work for use in all subjects. The national initiatives of literacy and numeracy have been well implemented throughout the school. The time allocation for other curriculum subjects, many offered on a rotational rather than regular basis, has made comparable rates of progress difficult to achieve.

The major weakness in the curriculum is music. Pupils are not given sufficient opportunities to play music and receive additional specialist music tuition. In spite of this, all teachers have worked hard together to make improvements in most subjects and the school is preparing to refocus on subject time allocation to allow for sufficient depth in what is a broad and otherwise balanced curriculum. There are limited opportunities to develop pupils' independent research skills. Boys and girls make similar good progress through inclusive provision and share equal access to all learning opportunities.



33. Pupils learning English as an additional language have the same curriculum opportunities as other pupils throughout the school. However, pupils at the earliest stages of learning English as an additional language at Key Stage 2 are withdrawn from some lessons at the present time, in order to develop and extend their overall language and literacy skills. This arrangement is short-term and the aim is for pupils to remain in the class as soon as they have sufficient English language skills to participate more fully in these lessons.
34. Curricular provision for pupils with special educational needs is good. The school complies fully with the Code of Practice. Pupils are carefully assessed and their needs are accurately diagnosed. They receive good support in school and from outside agencies. The quality of individual education plans is good and activities are well matched to the targets they set.
35. Sex education is sensitively handled through units of work such as 'Ourselves', 'Life Cycles and Plant and Animal Growth'. All the elements of personal, social and health education are well identified and taught as appropriate to pupils' needs, during activities such as circle time or through specific inclusion in subject schemes of work such as religious or physical education.
36. To enrich the curriculum further, the school takes pupils on visits to the Bethnal Green Museum of Childhood, National Portrait Gallery, Science Museum, Tate Modern, Hampton Court and the Imperial War Museum. Pupils also benefit from visits to places of worship such as a church, synagogue and mosque to gain useful insights into the beliefs and traditions of some of the major world faiths.
37. Provision for extra-curricular activities across the school year is generally satisfactory and staff are aware of the need to review it regularly. The school has offered more in the past but insufficient children participated to make the provision viable. An after-school club shares the same site as the school and many pupils attend this. Girls and boys enjoy the lunchtime sewing club, which provides attractive designing and making activities and helps the development of pupils' skills.
38. Pupils benefit from the positive relationships built up with partner institutions. In particular, student teachers from a local university initial training course, make a very useful and welcome contribution to the life of the school. A strong feature of this is the link tutor scheme, recently implemented, which gives continuity to the training programme.
39. The school has developed very useful links with local businesses, notably a local pizza company where pupils from Reception and Year 1 designed and made their own pizzas in the restaurant, under the supervision of the chef, and enjoyed their finished meals. Pupils in Years 2 and 3 benefited from a five-week project in conjunction with a local restaurant, during which they enjoyed sampling unusual fruits and vegetables, sea foods and other culinary treats.

They learned about food production, preparation and made their own gingerbread biscuits before visiting the restaurant for an impressive meal during normal opening hours, developing skills of social interaction and gaining a first-hand awareness of some aspects of the world of work.

40. The school cultivates pupils' spiritual development well through carefully planned assemblies. This is a good improvement since the last inspection. Pupils are encouraged to reflect upon the beliefs of others through themes which enable them to examine issues from other people's points of view, taking a moment to reflect upon words chosen for that day for example, "Let us walk, let us talk, hearing all their

views. Let us listen and walk...a mile in their shoes.” Pupils listen to and enjoy music from a range of traditions when entering or leaving assemblies. This sets the mood and creates a good spiritual ethos. There is an inspirational quiet garden area in the playground to mark the millennium. Here, pupils are encouraged to be reflective, whether alone or in groups.

41. The provision for pupils’ moral development is good. The adults in the school present positive role models to the pupils and there are clear codes of behaviour. Pupils are taught to know right from wrong through their day-to-day interaction with staff and through lessons and assemblies, which indicate examples of good moral practice. A strong moral dimension is seen in most lessons where teachers constantly emphasise good behaviour so pupils understand what is acceptable conduct. This is reflected in the pupils’ conduct. Adults in the school also provide good role models by their courtesy and respect for pupils. Pupils respond well to this and, in turn, relate well to others and respect their views.
42. Since the last inspection, good social relationships have been maintained and are promoted through co-operative group work in lessons and through assemblies, where pupils celebrate each other’s work, take pride in achievement and become positive role models for others. There is a wide range of trips during the year that provide good opportunities for pupils to extend and develop their social relationships with each other and with their teachers and other adults. This is particularly strong in the school’s residential visit. Pupils have good opportunities to develop a sense of responsibility. There are many occasions in lessons when pupils take responsibility for putting out and organising equipment and for collecting it in and putting it away. The School Council is a forum for pupils to raise and discuss issues that concern them, and helps them develop a sense of citizenship and community.
43. The provision for pupils’ cultural development is satisfactory and has been promoted through the visits to cultural establishments and in lessons where they learn about the life and work of recognised artists, designers and craft workers from a range of traditions. Pupils are also encouraged to celebrate the richness of both their own and other cultures, and a cultural contribution is made by the study of a number of religions and faiths in religious education lessons. Also, there is a clear cultural dimension in many of the trips out of school and in the visits made by people who come to talk to pupils in school. The different languages which pupils bring with them to school are held in high regard within the school and this is in evidence for example, in the translated versions of the golden rules of the school, in displays, dual-text story books, and translated welcome packs for new pupils. This positive ethos supports the personal development of pupils who are new to the school and are speakers of other languages.
44. The provision for pupils’ personal development has improved since the last inspection. The school now offers a wide range of activities, which support the overall good development of pupils’ spiritual, moral, social and cultural education.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

45. Good quality pastoral care and a concern for the safety and welfare of all pupils is a high priority in the school with a range of effective policies underpinning this aspect of the school’s work. Governors exercise vigilance with regard to health and safety matters and are fortunate to enjoy a high degree of attention to this aspect of pastoral care in that the Borough Council undertakes scrupulous and detailed annual health and safety audits that include fire protection and first aid. The daily efficiency and rigorous monitoring by the site manager supplements these audits. Procedures

for child protection are securely in place. The headteacher is the designated officer for child protection and all staff in the school are fully aware of the procedures.

46. Class teachers, in co-operation with the administrative staff, headteacher, governors and education welfare office, monitor attendance and punctuality very well. Despite these efforts, attendance remains below average.
47. Monitoring of pupils' behaviour and personal development is mainly informal and based on observation in lessons and general behaviour in different settings throughout the school day. Teaching and support staff make a point of getting to know pupils and their family circumstances very well and this knowledge is used effectively to guide and support pupils throughout their time in the school. All adults implement the behaviour policy consistently and corporately. They do so in a non-confrontational but firm manner that ensures all pupils are aware of the high expectations in regard to their behaviour. Rewards are given sparingly but appropriately, only when they have been truly earned by pupils. Sanctions are applied in a similar fashion and few were given during the inspection. The personal, social and health education programme is another sound dimension of the school's monitoring of pupils' behaviour and personal development.
48. Pupils with special educational needs are well supported by school staff and a variety of visiting professionals from outside agencies. They are fully included in the social and academic life of the school and make good progress.
49. The specialist teacher of pupils who speak English as an additional language maintains very detailed records of progress in English. As a result of thorough and regular assessments, good individual education support plans are written and used by teachers to monitor progress and support new learning. A very good welcome pack of worksheets and activities is provided by the specialist teacher to support pupils in the classroom during their earliest stage of learning English, and this is also translated into other languages whenever possible.
50. A key issue from the last inspection report indicated the need to improve assessment and use assessment information more effectively. The school has made good progress in addressing this issue, and the approach taken has been to refine and streamline its methods of assessment and the paperwork involved. This has been developed into an assessment policy that gives clear guidance to all staff on assessments across the school to include, for example, early years' profile, baseline assessments, year-on-year tests and a number of other effective diagnostic methods.

Assessment practices include target setting for pupils and these targets are appropriate and achievable. For pupils with special education needs and English as an additional language, assessment against National Curriculum levels takes place three times a year. Currently assessment is good in English, mathematics and science. The school now needs to use this good practice in order to ensure implementation of effective assessment in the other subjects and thereby raise standards.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. The good relationship between parents and the school, as identified in the previous inspection report, has been maintained and developed considerably over the last two years. The school is committed to promoting an effective partnership with parents and is sensitive to the varied home situations of all its pupils.

52. Communication with parents and the quality of information they receive are very good. Newsletters from the headteacher, appropriately translated for those parents for whom English is an additional language, are sent out weekly. They are lively, detailed and informative. The new school prospectus is a considerable improvement on older versions, and parents are well informed through this document of what they can expect when their children join the school. Parents are also informed of programmes of study and are invited to support their children's learning at home through homework diaries and are asked to comment on the homework pupils receive.
53. Teachers work closely with the specialist teacher and work hard to build links between home and school, providing translators if required. Additional funding awarded by the Ethnic Minorities and Travellers Achievement Grant is well used to provide additional classroom support and to develop all pupils' further knowledge and understanding of the Moslem culture through a Moslem storytelling initiative. This is in direct response to requests by parents and is an indication of very good home and school partnership.
54. Parents of pupils with special educational needs are also kept fully informed of their child's progress. They are involved in regular reviews of provision and their views are considered when making any decisions.
55. Pupils' annual reports are of high quality and, again, are helpful and informative to all parents. The headteacher meets parents informally each day and there are more formal meetings during the term to discuss pupils' progress. Parents, and indeed pupils, are invited to make known their views about the school by means of a questionnaire and are consulted on a number of issues.
56. The nature and situation of many parents are such that they are unable to give their time and commitment to the more traditional forms of parental involvement in schools such as a formal Home School Association or by helping in classrooms. However, they are involved in other ways. For example, they participate in the successful international evening held in the school and, as observed during the inspection, by their enthusiastic support of the whole school assembly.
57. Parents' response to the pre-inspection questionnaires and their mainly positive comments at the pre-inspection meeting, make it clear that they feel valued by the school and that they appreciate what it does for them and their children.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

58. The leadership and management of the headteacher and key staff are very good. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. She is also keen to ensure that pupils are well-rounded individuals, who are able to relate positively to each other and to a range of experiences. She has a good understanding of the pupils' needs and how they learn and this is reflected in the school's practice, which encourages independence and learning through a range of activities. These features are well demonstrated on entering the school when an ethos of care and concern together with high expectations are evident. By the time pupils leave school they show a mature attitude and are sensitive to the needs of others. There is a good degree of mutual tolerance and respect and racial harmony is self-evident.
59. The headteacher is particularly effective at team building and motivating staff. An outstanding feature of staffing is the strength of united teamwork that is noticeable immediately on entering the school. It is purposeful and motivated, resulting in

improving standards and a determined will to succeed. She has a strong senior management team and the skills and expertise of the headteacher and deputy headteacher are well complemented. The senior managers have a clear view of the school's strengths and priorities for development and ably assist the headteacher. The headteacher is outward looking, keen to take on new initiatives after evaluating their effectiveness; and does so enthusiastically. She helps colleagues to become fully involved in school improvements, stays up to date with developments and offers support when necessary. At the same time, she encourages staff to lead developments and take responsibility for key areas for improvement. The role of subject co-ordinator has developed well over recent years and although a number of the current co-ordinators are recent appointments, they share a clear understanding of what should be achieved. Established co-ordinators are well informed and effective in promoting their subjects and in monitoring standards.

60. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Good systems are used to monitor pupils' progress and to evaluate the quality of teaching. Records indicate that the school is successful in achieving better academic results but due to the small cohort of pupils in some years, any individual pupils' level of attainment can seem quite significant in the overall statistical analysis. The school's tracking system, which indicates the gains that pupils have made in their learning, highlights that the vast majority of pupils meet the targets set by the school although in some cases this does not equate with the national levels of attainment. When compared with similar schools, the pupils achieved standards in 2000 at Key Stage 1, which were average or above, and at Key Stage 2 they were generally very high.
61. The school has successfully addressed the key issues arising from the last inspection. Governors give full support to the school and they and the headteacher have worked hard to make improvements. Governors have good levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments. They have trust in the headteacher and staff. Governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement. There is an established culture of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school development plan sets a clear agenda for improvement and is the result of a good consultation process. Governors fulfil their statutory responsibilities.
62. The management of the provision for pupils with special educational needs is good. Records are well maintained and pupils' progress is carefully charted. The governing body is well informed and committed to helping the school to meet the needs of all its pupils. Funding for pupils with special educational needs is used appropriately, primarily to provide additional teaching and support staff. The levels and quality of support provided have a positive impact on the progress of these pupils.
63. The specialist teacher has a very good understanding of the teaching of English as an additional language and manages provision well. She keeps very well maintained records of pupils' development through the stages of fluency in English. Good strategic planning makes effective use of the specialist teacher's time. Good systems are in place whereby the headteacher and the specialist teacher undertake regular reviews of provision and make adjustments to the level of additional support accordingly.
64. There are sufficient and appropriately qualified teaching staff to ensure that classes are not too large and that the curriculum is taught well. Induction procedures for new staff are very thorough and newly qualified teachers receive very good personal and professional support. Currently, there are no formal appraisal systems in place but all

teachers have had professional development interviews over the last months and the school is prepared for the full introduction of performance management in the New Year.

65. The quality of assistance given by the classroom support staff, who also support pupils over the lunch period, is very good indeed. They are included in lesson planning and in all aspects of the school's daily life. They are used well and directed by teachers who clearly rely on their expertise to enhance pupils' learning.
66. The school occupies a large, tall Victorian building and the accommodation is more than adequate in size to deliver the curriculum. It has three halls, good-sized classrooms and a very large library, although pupils comment that this latter is kept locked for a large part of the school day. The school has access to an excellent off-site computer facility for use by pupils and this is having a positive effect on improving pupils' skills. Displays in classrooms provide both a colourful and stimulating learning environment as well as celebrating pupils' achievements. The site manager and his staff keep the accommodation very clean and well maintained. This, in turn, encourages pupils to take care of the school.
67. The school is fortunate to have its own well-maintained swimming pool. This is a significant factor in the standards which pupils achieve in swimming and the confidence they develop in the water from an early age. There is no green field site and the playground is small. It is, however, well marked and its limited space is used well by pupils. A most attractive and recently completed feature is the Millennium Wall, a seating and garden area which is thoroughly appreciated by all the pupils and which will receive even more use and attention in the summer months.
68. The school is fortunate to access a considerable sum of money each year through letting its accommodation to local organisations. It can only do this with the hard work and commitment of the site manager who works long hours to ensure this vital financial support is raised annually.
69. The quality and quantity of resources are good in most subjects although there is a need for more CD-ROMs in information and communication technology. Resources are satisfactory in English but unsatisfactory in music and design and technology. The lack of good quality instruments and insufficient number of beaters, for example, impedes pupils' progress in music. Also, there are insufficient supplies of good quality tools in design and technology and this restricts the teaching of skills. Resources are well cared for and easily accessible to staff and pupils.
70. The condition of some classroom furniture could be improved. It is noticeable that the older pupils work on tables and sit on chairs that are the same size as those used for younger pupils in the school. Pupils themselves commented on this independently of the observation made by the inspection team.
71. Good financial planning, by the headteacher and governing body, ensures the school's income is used to best effect. Governors have a good grasp of the school's finances, and the finance committee, within the considerable constraints of a tight budget, undertakes strategic financial planning. Professional development of staff is given a high priority and good use is made of the allocated funding for this purpose. Regular in-service training is organised and relates well to staff requests for their own individual training needs and the overall needs of the school. Special educational needs funding and specific funds for pupils for whom English is an

additional language are spent appropriately on teaching staff and support assistants, resulting in the good progress made by these pupils.

72. Financial planning is thorough and takes full account of the cost of implementing the school's plan for development, so that priorities can be addressed. The day-to-day organisation of the school is very efficient. The senior administrative officer and the school secretary provide a first-class administrative service to support staff, pupils and parents.
73. The school has successfully addressed the key issues arising from the last inspection and developed significantly since that time. This is due in the main to the very good leadership and direction given by the headteacher and key managers, the support of governors and the hard work of the staff, all of whom endeavour to improve the quality of education provided and the standards achieved. The school now gives good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- Improve the music curriculum and pupils' achievements by:
  - \* developing procedures for assessing pupils' work and progress in order to match work to the pupils' prior attainment;
  - \* investigating the possibility of additional specialist music tuition;
  - \* improving the quantity and quality of resources.  
(Paragraphs 8,69,140,142,143,144)
- Adapt existing good practices in the assessment of English, mathematics and science to the assessment of pupils' work in other subjects and use the information gained from this to:
  - \* monitor and evaluate pupils' progress;
  - \* set targets for pupils' achievements, when appropriate;
  - \* plan future work.  
(Paragraphs 50,121,134,139,143)
- Improve pupils' attendance and punctuality by:
  - \* continuing to monitor rates of absence and informing parents of the importance of full attendance in raising pupils' attainment.  
(Paragraphs 19, 46)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Ensure that pupils have sufficient opportunity to practise their writing across a range of subject areas.  
(Paragraphs 4,25,88,127,132)

**The school has already highlighted in its School Improvement Plan the need to raise levels of attendance and improve the quality of writing across the school.**



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	29	50	18	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	1.5	168
Number of full-time pupils eligible for free school meals	9	81

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	41

#### 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	70
Pupils who left the school other than at the usual time of leaving	55

### Attendance

**Authorised absence**

	%
School data	8.5
National comparative data	5.2

**Unauthorised absence**

	%
School data	0.6
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	9	11	11
Percentage of pupils at NC level 2 or above	School	69 (61)	85 (65)	85 (87)
	National	83 (82)	84 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	9	10	11
Percentage of pupils at NC level 2 or above	School	69 (61)	77 (61)	85 (87)
	National	84 (82)	82 (80)	88 (86)

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

Groups of boys and girls which are fewer than 10 are not reported.

**Attainment at the end of Key Stage 2**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	11	13	24

National Curriculum Test/Task Results		English	Mathematics	Science
	Boys	8	8	10

Numbers of pupils at NC level 4 and above	Girls	12	11	10
	Total	20	19	20
Percentage of pupils at NC level 4 or above	School	83 (64)	79 (64)	88 (76)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	8
	Girls	11	10	11
	Total	16	18	19
Percentage of pupils at NC level 4 or above	School	67 (60)	75 (64)	79 (40)
	National	70 (67)	72 (70)	79 (76)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	16
Black – other	3
Indian	3
Pakistani	4
Bangladeshi	4
Chinese	0
White	54
Any other minority ethnic group	45

This table refers to pupils of compulsory school age only.

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	5	0

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

### **Teachers and classes**

**Qualified teachers and classes: YR – Y6**

### **Financial information**

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	15.7
Average class size	21.1

**Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	95

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	19.1

Total number of education support staff	2
Total aggregate hours worked per week	47

Number of pupils per FTE adult	7.1
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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

170

Number of questionnaires returned

41

**Percentage of responses in each category**

My child likes school.

Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
83	15	0	2	0

Financial year	1999/2000
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	£
Total income	552,004
Total expenditure	554,604
Expenditure per pupil	3,152
Balance brought forward from previous year	6,580
Balance carried forward to next year	3,980

My child is making good progress in school.	68	27	2	0	2
Behaviour in the school is good.	46	44	2	2	5
My child gets the right amount of work to do at home.	41	41	10	0	7
The teaching is good.	59	34	0	0	7
I am kept well informed about how my child is getting on.	66	34	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	12	5	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	76	24	0	0	0
The school is well led and managed.	63	32	2	0	2
The school is helping my child become mature and responsible.	49	39	5	0	7
The school provides an interesting range of activities outside lessons.	41	34	17	2	5

### Other issues raised by parents

Parents were generally positive about the school and praised the staff and their work. Some concern was expressed at the parents' meeting about the number of staff available to give support to pupils who speak English as an additional language.

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

### AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

#### Personal and social development

74. Provision for personal, social and emotional development is very good. Consistently good approaches to behaviour management enable children to feel secure and respected and to develop a positive attitude both towards learning and towards one another. Children are encouraged to take turns and to share resources, and from their earliest days in the nursery class are encouraged to make independent choices of activities. Rich opportunities to gain an early understanding of different beliefs and values are provided through, for example, visits to the synagogue and local church and classroom celebrations linked to the Hindu festival of Diwali and the Jewish festival of Sukkot. Future plans include a visit to the mosque and a visit from a

Moslem storyteller. Imaginative provision encourages active play and exploration and children and all pupils benefit when the nursery and reception classes share indoor and outdoor activities several times during the week. Lunchtime for children in the nursery class provides a very good social context and staff set high standards of manners and behaviour. Children in the reception class start their lunches before the rest of the school and again, a member of staff sits with the children and this encourages good behaviour. The regular opportunities to go swimming in the on-site learner pool are well exploited to encourage independence. Children who have had the benefit of nursery experience make good progress towards the Early Learning Goals for personal, social and emotional development by the end of the Foundation Stage

### **Communication, language and literacy**

75. The majority of children who enter the nursery are speakers of other languages and many are new to English. Many children have had very limited literacy experiences and are still consolidating their expressive language in English. Consistently good and sometimes very good teaching enables children to make good progress in all areas of communication, language and literacy. Very good profiles of development and good language development records by the specialist teacher for English as an additional language are passed on from the nursery class to the reception class when children transfer. Despite the good progress which children continue to make in the reception class, many children are still at an early stage in developing their literacy skills by the end of the Foundation Stage, and overall attainment is below national expectations for this stage. Pupils with special educational needs are given good support, which enhances their opportunity to take part in all class activities and make good progress in all areas of learning.
76. Teaching supports children's learning in a very positive way through well planned provision. For example, the teacher's clear pronunciation is very effective in helping nursery children to identify letters and sounds linked to the story 'Brown Bear, Brown Bear', and good use is made of pictures and resources to support learning. In the reception class, children develop their knowledge of the structure of familiar rhymes and initial sounds through well-planned activities based on Humpty Dumpty.
77. Teamwork between staff is very good overall and this supports children's progress in communication language and literacy in effective ways. For example, the community education assistant in the reception class provides good support for behaviour. Good support from the specialist teacher for English as an additional language also enhances provision. The staff in the Foundation Stage work very well as a team and the positive staff relationships offer constant encouragement and opportunities to extend and enrich speaking and listening skills in a purposeful play setting.

### **Mathematical development**

78. Teachers' planning takes account of the Early Learning Goals for the Foundation Stage and there are good links between work undertaken in the nursery and in the reception classes. Teaching in the nursery is very good. The very good use of questioning sustains the interest of pupils of all levels of knowledge and understanding as they engage in throwing large dice and counting the numbers shown. With support and encouragement, children are then able to place the same number of cut out frogs onto a large lily pad. Instructions are very clear and the language of mathematics is constantly reinforced, for example by phrases such as "too many", "too few" and "how many more do we need?". Teaching in the reception class is good. Counting opportunities are well explored through the counting rhyme, 'Five Little Speckled Frogs' using well-made picture resources and a giant dice. Good planning provides the chance to investigate "one more and one less" through tower building, counting and finding frogs hidden in the sand tray. Several higher attaining children can count up to seven items with accuracy and name shapes,

colours and relative size of objects. Recognisable numerals are used in recorded work on counting and sequencing numbers. Good use is made of information and communication technology to support learning in mathematics, through the use of simple counting games and tower building, during which children show good development of mouse control skills. Children make good progress towards the Early Learning Goals in the Foundation Stage although many children are still likely to be working towards these by the end of the school year.

### **Knowledge and understanding of the world**

79. Very good opportunities are provided for the development of children's knowledge and understanding of the world. Very good use is made of visits and practical experiences to extend and develop understanding of other beliefs and views. This is shown in the recent visits to different places of worship and classroom celebrations, which enhanced understanding for all children. Photographic evidence records the experience of a walk in the Chelsea Physic Garden, where children delighted in the investigation of leaves and found natural objects. Overall, the quality of teaching is very good. During a mixed session, children in the reception and nursery classes are thrilled to create moving coloured spinning tops using crocodile clips and batteries attached to their coloured circles and show good concentration on the task. Children also delight in constructing large projected collage images using the overhead projector and a range of coloured overlays and different objects, as part of a focus on colour and light. The rich provision combines to provide a good context for learning new language for all children, especially for those children who are less experienced English speakers.

### **Creative development**

80. Children in the Foundation Stage have very good opportunities to experiment with a range of different materials of varied textures. For example, in the nursery class children handle purple play dough, which is covered in glitter. They use paint, collage and make mosaic patterns. They use tissue paper glued to plastic to create colourful transparent stained glass windows.

Cutting and sticking skills develop confidently through good opportunities to practise these skills. Children enjoy their regular singing and music-making sessions; for example children in the nursery class sing well-known songs and actions rhymes eagerly, and explore the use of claves to accompany this. This focus on building up knowledge of well-known songs and rhymes is continued in the reception class. Teachers encourage children to make their own choices during indoor and outdoor activities and the provision for role-play is good.

For example, children enjoy dressing up as a wolf and a tiger, making loud roaring noises as they prowl through the outdoor area. Role-play areas in the classrooms reflect a multi-cultural society in the range of toys and artefacts, which children have available, and this provides a stimulating learning environment. Overall, the quality of teaching is very good.

### **Physical development**

81. The teaching of physical development is very good in the nursery class. Children show good control of their movements and a good awareness of space in a very well organised lesson using apparatus in the hall. They show total delight during a swimming session in the learner pool and confidence and independence in the water which is above expectations for this age. The very good support and encouragement from the nursery assistant during this session makes a valuable contribution to this development. The outdoor area, although restricted in size, is used well to provide a range of climbing activities and opportunities to push and pull large bikes and carts, and this supports the development of the children's physical skills. Children in the reception class make good use of the outdoor area when they join the nursery class for combined sessions on three afternoons during the week. They also make very good progress in the development of swimming skills, and make satisfactory

progress during their use of the hall apparatus. Overall, the quality of teaching in the reception class is good. The covered area outside the nursery class, although attractive, is insufficiently large and this prevents full use of this facility

## ENGLISH

82. On entry to school, most children have low standards in language. Pupils regularly join the school with little, or no spoken English and currently, the school has an above average percentage of pupils with special educational needs. Although these pupils make good gains in their learning, sometimes they are insufficient to bring them up to the national standard by the time they are seven. Results in the 2000 national tests show that compared to all schools nationally, pupils attained well below average standards in reading and below average standards in writing. However, in comparison with similar schools they reached average standards in reading and above average standards in writing. Throughout Key Stage 2, pupils make good progress and in the 2000 national tests they reached average standards when compared with all schools and very high standards when compared with schools with pupils from a similar background. Test results have risen over the last four years at a similar rate to the national trend and the school did well to achieve its targets at both key stages. The high pupil mobility rate in the school impacts significantly on the overall standards of attainment and the school does well to maintain pupils' high standards by the time they leave school.
83. When children enter the school, many lack confidence in speaking and their listening skills are poor. Despite their lack of initial confidence, they soon begin to join in with class discussions and are keen to answer specific questions. By the age of seven, although pupils' attainment is still below average in some cases, most pupils have made good progress. In a Year 2 class, pupils' speaking and listening skills are developed well when they share the book 'Amazing Grace'. New vocabulary is introduced carefully by the class teacher and by the specialist teacher for pupils who speak English as an additional language, and effective questioning encourages all to participate in discussion. Pupils listen well to the views of others. By the end of Key Stage 2, pupils have growing confidence in expressing their own opinions on a range of issues. They generally listen well and show by their actions and their answers that they have understood.

The small number of pupils in the current Year 6 class made discussion more difficult to establish but with constant encouragement from the teacher, pupils began to confidently give their views on diaries and biographies. Most reach the standard expected for their age.

84. Given the lack of experience with reading some children have on entry to school, staff do well to stimulate their interest and develop their knowledge of letter sounds. This helps them to tackle words that are unfamiliar to them. However, by the end of the key stage a significant number of pupils with special educational needs and a minority who are at the early stages of learning English, fail to reach the standard expected for their age although they have made good progress. Average and higher attaining pupils display interest and pleasure when reading 'Amazing Grace' and are able to predict confidently the next part in the story. The higher than average number of pupils with special needs in the current small Year 6 class means that although the majority are reaching the standard expected for their age, few are reaching the higher levels of reading. Most pupils read with good understanding, both fiction and non-fiction books. Research skills are satisfactory, with a majority of pupils understanding the use of indexes, glossaries and contents of reference books. Pupils in Year 4 are particularly interested when reading poems as a class. The enthusiasm of the teacher acts as a good force for learning and after reading one poem, pupils were heard to exclaim "I love that poem" and "Can you read it again?"



85. Pupils in Key Stage 1 make good progress with their writing and many reach the standard expected nationally although few reach the higher levels by the time they are seven. Higher attaining pupils in Year 2 write good, descriptive passages in a story describing 'The Rainbow Fish' and use punctuation correctly. Below average pupils need help to extend their vocabulary. Overall, the content of writing develops well and pupils use different forms of writing appropriately, as for instance when writing instructions on how to make a finger puppet or describing the benefits of a healthy diet. In Year 3, pupils make good use of their whiteboards for writing and their confidence increases as the teacher encourages them to "Have a go". His high expectations and the constant setting of challenges result in pupils who are keen to learn and progress well. Their writing improves, as they are encouraged to find more interesting words such as 'whispered' and 'replied' instead of 'said'. By the age of 11, higher attaining pupils use complex sentences, adjectives and similes well to enrich their writing and make it more interesting for the reader, for example, in a piece entitled 'Home From Home'. Lower attaining pupils still need help with their punctuation and often do not use the learning gained in one context and transfer it to another. Spelling is generally sound, and higher and average attaining pupils spell a good number of difficult words accurately. Below average pupils try hard and use their knowledge of letter sounds to write unfamiliar words. In most cases the attempts made are plausible.
86. Standards of handwriting are improving and are often good. Pupils take care with their presentation and respond positively to the teachers' comments. The teachers' marking is generally good and a significant feature in how pupils improve their work. All pupils have appropriate targets identified in the back of their books, which are regularly referred to and reviewed. These, too, help them to know the next stages in their learning and how to make improvements in their work. The often very good use of homework consolidates the learning in school and encourages pupils to work hard. There are many examples of pupils writing more than asked for by the teacher. This reflects their interest and enthusiasm.
87. The whole-class sessions in literacy lessons are used well and the quality of teaching here is usually good and often very good. Teachers are skilful in their use and presentation of texts to teach reading and writing skills, which build up gradually throughout the week. An example of this was seen when Year 1 pupils showed good progress in their understanding of the story 'Mr Grumpy's Outing' and used finger puppets to retell the story in their own words. Pupils are successfully encouraged to respond to texts and answer questions. There is good use of praise, giving value to pupils' answers and thus improving their self-esteem, as well as improving their understanding of skills being taught. Pupils react very positively when teachers use questioning well to challenge them at their own level of attainment.
88. The pupils' achievements generally parallel the quality of teaching in English. Nearly 90 per cent of the teaching was good or better and over 44 per cent was very good. No unsatisfactory teaching was observed. This reflects a significant improvement in the quality of English teaching since the last inspection. The school's use of the National Literacy Strategy has provided a good framework for planning, which teachers follow conscientiously. There is very good stress on the provision of clear learning objectives and precise details of activities. Teachers share these learning objectives with the pupils and consequently all are clear about what they are expected to learn. End of lesson summaries are often used effectively to share how well pupils have done in meeting the aims of the lesson. This gives them a helpful understanding of their progress. Planning to develop pupils' writing skills in other

areas of the curriculum is not strong, however, and pupils sometimes miss opportunities to practise their skills in a range of contexts.

89. Teachers make good use of the results of National Curriculum tests and their own assessments of pupils' attainment to plan future work and set useful targets for improvement, particularly in reading and writing. Data gained from these activities is used to identify pupils for additional literacy support. These lessons are well planned and taught, and the creation of a sensitive and stimulating learning environment results in pupils developing confidence and making good progress. Staff are currently reviewing procedures to assess and record the pupils' progress and attainment in reading.
90. The library has a satisfactory stock of books but pupils reported that they did not use it very often. Staff are widening the use of the library and are currently increasing information and communication technology provision in the library. Overall, resources for English are satisfactory in both quality and quantity.
91. Pupils' attitudes to learning are generally good, and very good in a third of lessons. Their attitudes to learning are nearly always good in the whole-class sessions when they are encouraged to develop their listening skills and put forward their views. Here, pupils are willing to listen and to answer questions or to show respect for one another and adults in the classroom. Pupils' attitudes in Year 6 were satisfactory overall but they demonstrated no sense of urgency about their work when not in a group situation and consequently sometimes worked at a slow rate. They needed the teacher to remind them to keep on task and complete their work. Teachers have good management skills and the behaviour of the majority of pupils is good. Pupils are generally helpful to one another and collaborate well in pairs or groups. In the best lessons, teachers have high expectations and the pace of learning is good. They use their own good subject knowledge to ask questions of pupils that challenge their thinking and stimulate their learning. No significant difference was noted in lessons between the progress of boys and girls.
92. Pupils learning English as an additional language are well provided for by class teachers and support staff. The specialist teacher co-ordinates provision well and liaison is good between class teachers and other staff at the level of planning, teaching and assessment. Specialist staff ensure that pupils targeted for support to develop English as an additional language receive enhanced opportunities for speaking and listening through good quality questions. In a Key Stage 2 withdrawal session for pupils with limited English, pupils developed correct vocabulary and refined their pronunciation in response to the teacher's good levels of support, questioning and encouragement to "do their best". In lessons where specialist support is not available, teachers' clear questions and explanations help all pupils to make sense of new ideas, including those who are learning English as an additional language.
93. Pupils with special educational needs have detailed individual education plans, which are followed carefully; this results in good teaching and support which is well focused. Pupils in Year 2 were given very effective support by a specialist teacher whose good knowledge of the pupils, assessment and planning were used well to ensure that the tasks set were appropriate. The teacher managed the pupils very well and reinforced learning until all pupils understood. Consequently, they all achieved well. Despite this their literacy skills are still below average and although they work hard, learning is difficult.
94. The profile of literacy has been raised successfully over recent years and developments have been well managed by the co-ordinator. She has high levels of

knowledge and expertise, which are used well to develop curriculum planning and teaching across the school. She acts as a good role model through her own teaching and has had a significant impact on the development of staff expertise. Due to the good quality monitoring and targeting of additional resources, the school is in a good position to improve further.

## **MATHEMATICS**

95. The school has successfully introduced the National Numeracy Strategy and this is having a very positive impact on the development of pupils' skills in mathematics. It is also starting to enhance learning in other subjects across the areas of the curriculum, for example in science, information and communication technology, and design and technology, relating to measurement and calculations.
96. In the 2000 national tests, pupils reached below average standards at Key Stage 2 compared to all schools nationally. However, when compared to schools with a similar intake, standards were well above average. At Key Stage 1, standards were below average when compared to all schools nationally, but well above average when compared to schools with a similar intake. The school exceeded its targets by five per cent for Key Stage 1 and by nine per cent for Key Stage 2 in the most recent 2000 national tests. The inspection findings indicate an improving trend in overall attainment in mathematics throughout the school, with no significant difference in attainment between boys and girls. Pupils with special educational needs and pupils learning English as an additional language make good progress towards their clearly identified learning targets. Factors which account for some degree of fluctuation in performance in national tests over time are the high mobility of pupils, the above average percentage of pupils with special educational needs, and the considerable numbers of pupils who are at the early stages of learning English as an additional language.
97. By the end of Key Stage 2 standards are broadly in line with national expectations. This improvement is a result of better quality teaching and a more relevant curriculum. There is evidence of some higher attaining pupils in both Year 5 and Year 6 already working at or above this level, showing a very good grasp of place value. For example, these pupils are able to undertake calculations involving two decimal places, can multiply three-digit by two-digit numbers and reduce fractions to equivalent fractions. By the end of Key Stage 1, standards are also broadly in line with national expectations, with a number of pupils showing a good recall of number bonds up to ten, using their knowledge of double or near double numbers. A few higher attaining pupils can extend this to numbers from ten to 20 and show an early understanding of place value. Lower attaining pupils are, however, still working to consolidate their understanding of the constancy of numbers through early counting games and activities.
98. Throughout the school, pupils show a very positive attitude to mathematics, and relationships between pupils are generally good when they work together sharing resources. Pupils are highly enthusiastic during mental mathematics sessions at the start of each lesson. They concentrate hard and delight in finding solutions to quick-fire mathematical questions. This enthusiasm is particularly noticeable in the setting arrangements which take place twice a week in lessons at Key Stage 2. In these lessons, mathematical chat which demonstrates good thinking skills is much in evidence between pupils, as they are encouraged to discuss problems and the different methods by which solutions might be reached.
99. At Key Stage 2, the standard of teaching is very good or excellent in 40 per cent of the lessons seen, and good or better in 80 per cent of lessons. An excellent lesson

observed in the top set of Year 5 and Year 6 pupils was characterised by very high expectations, excellent subject knowledge on the part of the teacher, very good pacing and challenging questioning, and evidence of very well-planned tasks for a range of learning needs. Links with homework are particularly well made in lessons, and this inspires pupils to think about mathematical problem solving and to take on responsibility for their own learning. The lively pace of lessons and encouragement to talk about mathematical processes result in good mathematical learning. In very good lessons, pupils are on the edge of their seats with excitement, for example rapidly recording answers on their individual mini-whiteboards, and sharing ideas of how they reach solutions with one another. The standard of teaching is consistently good at Key Stage 1. Resources and games are used well to consolidate new learning, and thorough planning takes full account of the very wide range of ability represented in these classes. The additional support provided by the English as an additional language classroom assistant in lessons has a positive impact on pupils' progress, and is well co-ordinated.

100. Pupils with special educational needs receive good support throughout the school, and those with specific mathematical difficulties have good individual education plans. Teachers take account of the needs of pupils learning English as an additional language by careful introduction and reinforcement of the key vocabulary necessary to explain mathematical operations in lessons, and verbal instructions are clearly outlined before independent tasks take place. Teachers work hard to ensure that learning objectives are shared with pupils at the start of lessons, and good planning ensures that time is spent towards the end of the lesson to recap new learning and make links with homework.
  
101. The standard of marking is good, as teachers take the time to point out to pupils what it is that they are doing well or need to improve. Assessment is very good, as there is both regular informal assessment and half-termly assessment of the work which has been undertaken. This is well analysed, both to set targets and to inform future planning, and written feedback from this to pupils is both positive and constructive. At the present time the direct use of information and communication technology in lessons is still at an early stage of development, but teachers make effective mathematical links with other subjects across the curriculum, through, for example, graphical representation in science, and measurement in design technology. This helps to consolidate learning in shape, space and measures and develops the pupils' use and application of their mathematical knowledge. Attractive displays reflect the high status which is given to mathematics throughout the school.
  
102. The co-ordinator has an excellent grasp of mathematics and the subject is very well led and managed. Staff have had the benefit of regular in-service training. The co-ordinator has undertaken demonstration lessons for colleagues, and as a leading mathematics teacher in the local authority, is able to share new developments in the teaching of the subject with staff. Resources are well selected to enhance learning, for example the purchase of good quality calculators, individual magnetic whiteboards and large magnetic 100 squares. The twice-weekly setting arrangements for pupils in Key Stage 2 are carefully monitored and pupils move between sets according to their identified learning needs. Detailed joint planning between staff at Key Stage 2 ensures that coverage of the curriculum is separated between work undertaken in the ability groupings and that which is undertaken in whole-class mixed-ability groupings. The heightened pace of work and additional challenge which teachers are able to provide when pupils are placed in ability sets is a key factor in bringing about the improved standards of attainment at Key Stage 2 .

## SCIENCE

103. At the time of the last inspection, standards were judged to be satisfactory. Currently, standards of attainment are well above average in comparison with other schools nationally, and very high in comparison with similar schools by the time pupils leave the school. This demonstrates very good improvement, especially over such a short period of time.
104. The main reason for this is the consistently good and often very good teaching. A new scheme of work has been adopted and thoughtfully adapted to match the very wide variety of learning needs within the school. Staff have focused on more rigorous methods of teaching knowledge and skills through a more progressive teaching programme. This strategy has had a very positive effect and is well reflected in the most recent National Curriculum test results. Girls and boys make similar progress. Pupils with special educational needs and those for whom English is an additional language, benefit greatly from the practical and visual methods of working and recording.
105. During the current inspection, younger pupils in Key Stage 1 investigated the properties of materials, by feeling a variety of differently textured and shaped objects. These had been carefully selected by their teacher, and covered from view in a specially decorated 'feely box'. In turn, pupils held an object, unseen, inside the box and using good levels of descriptive vocabulary, such as smooth, crinkly, soft...invited other pupils to deduce which objects were being described.

Pupils then uncovered the objects and applied their mathematical skills of sorting and classifying, and made lists and Venn diagrams to identify materials according to similarities or differences. By the age of seven, pupils build upon knowledge and skills gained through tactile and sensual exploration and begin to develop understanding of some of the systematic methods by which scientists organise their investigations. For example, pupils make predictions about the best kinds of materials to use when designing and making products, they know the names of common materials and can categorise many fabrics and threads in order of suitability for making hand puppets. Pupils articulate their ideas clearly in discussions and offer sensible observations.

106. Pupils co-operate well in groups of two or three, listen with interest, show respect for each other's ideas and negotiate the best plan of action. They use scissors well to cut required samples of materials. They happily take turns to use the glue and stick fabric swatches in their decided order of preference, according to each group's task, for example, which is the softest, the easiest to sew or most bendy. Because of teachers' clear levels of explanation, pupils understand what is expected of them. They take pride and derive enjoyment from their work. In one group, pupils organised their own systems for efficiency, one pupil elected to act as scribe, one cut samples and one glued. They worked sensibly and supported each other well.
107. At Key Stage 2, pupils know the correct procedures for making successful investigations. They thoughtfully predict which materials will be most attracted by magnets. In most classes, pupils' presentation skills are of high quality. They use a wide range of effective recording techniques including graphs, charts, annotated diagrams and illustrations, in addition to well-structured written reports. Most teachers produce high quality worksheets which help pupils to clarify, sequence and reinforce their knowledge and understanding. Pupils regularly extend their subject vocabulary and this particularly helps pupils with English as an additional language to use apt descriptions when explaining their investigations with liquids, solids and gases. In groups, pupils 'brainstorm' in order to find the best adjectives and list them to describe what materials feel like. They know whether they pour easily, are rigid,

flexible, granular or crystalline. Pupils in Year 5 make careful observations of fruits and seeds, making comparisons and drawing useful conclusions about the most efficient methods of seed dispersal. Some pupils make links between seedpods in plants and trees, with ovaries in animals and humans. This opportunity was successfully used by the teacher to confirm pupils' observations and introduce an element of the sex education programme in a significant and natural context. Pupils take a mature attitude to their work. Many become self-sufficient and use reference books well, but opportunities are lost to use CD-ROMs at the point of enquiry in lessons because of the schools' organisational arrangements for information and communication technology. By the end of the key stage, pupils design their own investigations well. They formulate intelligent predictions, devise a suitable table for recording methods and results, using mathematical skills, when finding fair and accurate ways of measuring quantities, timings and stirs of the spoon. At the end of the lesson, pupils are able to explain clearly to others, how effective their strategy is, what variable has affected their findings and give sensible reasons why. Pupils regularly assess each of their own units of work on completion, and have clear ideas of their capabilities.

108. The quality of teaching is consistently good and often very good throughout the school and has improved since the last inspection. All teachers have good subject knowledge and are now using consistent and well-structured approaches to lesson planning. Resources are of good quality and appropriately used to support pupils' learning. Teachers cover the strands of the National Curriculum well.

The major themes of life processes, materials and their properties, and physical processes are used well for lesson planning. Teachers have rightly given priority to enabling pupils to use experimental and investigative methods of working. This approach has been the key to the very good improvement in standards. Pupils enjoy learning through practical tasks and develop good levels of independence. The regular and effective marking of pupils' work gives them encouragement and guidance. Most pupils know what they need to do to improve further. Teachers make meaningful links between science and other subjects which have a positive impact on promoting pupils' greater understanding and interest. In Year 6, for example, pupils visited Wrotham in Kent and very successfully linked work in science, geography and design and technology. They extended and reinforced the knowledge gained with practical skills of investigation, designing and making, and construction for specific purposes, in this case to build a shelter from locally found materials. This approach was successful in making learning relevant and purposeful for pupils and helped them to develop social skills and self-esteem. Teachers have good working systems for evaluating and assessing pupils' work on an ongoing basis and this information is used to inform lesson planning.

109. The subject co-ordinator has good levels of personal expertise and enthusiasm and has positive ideas for improvement in the subject. The school has benefited from in-house training, recently. The co-ordinator takes an active part in local education authority developments for the subject. Parents are informed, by newsletter in advance of new topics and are well placed to support their children in new developments and homework projects. The co-ordinator is unable to monitor teaching as no non-teaching time is allocated for this purpose, but checks pupils' books at faculty meetings to track progress. Currently there is no system to collect samples of pupils' past work to benchmark and compare standards.
110. Resources for the subject are very good and used well to support pupils' learning. Specialist teaching materials are plentiful, well organised and maintained, and easily accessible to teachers centrally. The more general resources are stored in classrooms where pupils have appropriate access and develop independence by

tidying them away sociably and willingly at the end of lessons. There are appropriate plans to develop further the outdoor natural resource area.

## **ART AND DESIGN**

111. Standards throughout the school are good and this is an improvement since the last inspection. The wide range and good depth of pupils' understanding and capability is celebrated effectively around the school in well-presented and labelled displays. These form a useful part of the welcoming ethos.
112. Pupils in Year 1 make close observational drawings of themselves and their friends as part of a topic on 'Ourselves'. They develop growing confidence and skills with drawing implements such as pens, charcoal, chalk, pencils and oil pastels. They consider carefully the way they portray and render tonal variation and cast shadows. They begin to link mathematical notions of proportion and accurate measurement to make their work look more representational and less schematic. Pupils in Year 2 focus on the work of the children's book illustrator John Burningham. They carefully examine autumn leaves and berries and compare their observations with his drawings in the book 'Seasons'. Before drawing from first-hand sources, they look carefully at the illustrations and discuss colours, shapes used and techniques of paint application, in order to inform their own work. As they work, carefully selecting, mixing and blending closely matched colours on sample strips of paper, they make purposeful comparisons between the illustrator's work and their own. Pupils discuss the differences, sensibly share ideas and learn from each other.
113. At Key Stage 2, pupils extend their skills and understanding by making more detailed comparisons with other artists. In Year 4, pupils gain great enjoyment when studying the humorous and often ambiguous imagery of Rene Magritte and many of them are able to relate a television programme they have seen about the artist to their teacher. This boosts their self-esteem and enlivens the lesson for all. They learn that artists can make ordinary objects look extra-ordinary and that by changing proportions of familiar objects, Magritte gave them a dreamlike quality of unreality. Older pupils in Year 5 focus carefully on the works of Paul Cezanne, Georgia O' Keefe and Fernand Leger. They observe the way each artist represents familiar shapes, plates and bowls in still life paintings. They use mathematical vocabulary well such as ellipses, circles and diameters, and notice that sometimes artists deliberately distort imagery, not through lack of skill, but to draw attention to particular attributes in their work. By the end of Key Stage 2, pupils are well placed to progress to the next phase of education.
114. Pupils benefit from well-planned visits to museums and galleries. This gives valuable insights into how artists of other times and cultures portray issues of their day. Six pupils from Park Walk School had artwork selected for inclusion in the Royal Borough of Kensington and Chelsea Schools' art exhibition at Leigh House in July 2000. Their work included batik, collage, drawing, painting and computer-generated imagery. Pupils enjoy all aspects of the art curriculum. Good evidence around the school confirms that pupils experience a good range of picture-making techniques and opportunities to develop skills in clay, fabrics and threads, and other craft traditions. Opportunities are lost for pupils to develop work using digital photography as part of their art and information and communication technology development in ways that would inform rather than merely record their work.
115. Teaching is consistently good and sometimes very good. All teachers have appropriate subject knowledge and use a good range of exemplars to support pupils' work. A few teachers teach specific drawing skills of shading, hatching and tonal rendition and have introduced good practice in providing test strips for pupils to

experiment with colour and pigment before committing ideas to work in progress. This avoids spoiling, eradicates the need to self-correct and builds confidence. Teachers use good levels of specific art vocabulary and good questioning techniques, which enable pupils to offer critical judgements about meanings as well as techniques used. Some teachers lack confidence in their personal drawing skills and little opportunity is offered for three-dimensional work. The school has developed links with local artists who helped with teaching clay and plaster work techniques, when every pupil in school designed and made a decorative mosaic or clay tile to contribute to the inspirational Millennium walled garden in the playground.

116. Boys and girls make similar good progress in art and design. Pupils with special educational needs and those for whom English is an additional language work as equals with their peers. They develop self-esteem which helps to narrow the perceived gap between how well they do in some subjects as opposed to all subjects.
117. The co-ordinator for art has very good levels of subject knowledge and is well placed to offer guidance for all teachers. There is commitment to the development of the subject both for its unique position in the curriculum and its contribution to learning in other subjects. Time is shared with other subjects and is sometimes too short to develop the full range of pupils' capabilities.

## **DESIGN AND TECHNOLOGY**

118. Pupils attain good standards for their age and this is an improvement since the last inspection. The implementation of the National Literacy and Numeracy Strategies has caused the school to restrict the time allocation and few lessons were seen during the inspection. However, on the basis of pupils' workbooks, photographs and models on display, it is evident that designing and making activities are purposeful, enjoyable and well taught.
119. Pupils in Year 1 make links with their knowledge in science to identify components and evaluate items of playground equipment, and are able to give logical answers regarding their use. They develop relevant vocabulary to enable them to understand how designers work and give good reasons why they think some materials are more appropriate than others for use in playgrounds. For example they think that bark chippings are "safer than falling on to concrete". Pupils in Year 2 build upon their own prior knowledge when designing and making puppets. They reinforce and extend their knowledge and understanding of scientific principles, evaluate commercially made puppets, select and test a range of fabrics and threads, and try out and select the best methods of assembly in order to realise their design intentions. As well as evaluating the work of designers, pupils evaluate their own practical work during its manufacturing process. They discuss with teachers, and each other, alternative methods of construction, proportion and types of components used. They formalise their observations by completing good written evaluations of their products and their own creative efforts, at the end of each work unit. This enables them to have a clear, developing picture of their own capabilities.
120. Pupils in Year 3 evaluate shop-bought photograph frames for style and market appeal. They discuss fitness for purpose and use this information to inform their own designs. Pupils in Year 5 design and make stringed musical instruments, using a good range of rigid materials, combined with more familiar objects such as rubber bands, to investigate changes to pitch. They investigate changes to length, thickness and arrangement of strings. This links effectively with work in music as well as scientific aspects of sound production and reception. Work undertaken on their visit



to Wrotham in Kent provided first-hand experience for pupils in Year 6 of the relevance and importance of design to everyday living. They built life-sized shelters with a brief to use locally available logs and tree branches, to protect themselves from the wind, temperatures and rain. Initially, they trialled their ideas in small-scale model form, re-evaluated and modified their ideas, before constructing final designs and testing for effectiveness. By the end of the key stage, pupils are well placed to enter the next phase of education.

121. The quality of teaching is good and often very good. This represents a very good improvement since the last inspection and is the main reason why pupils have made such good progress. Teachers have high expectations of pupils' capabilities, use effective links with other subject areas to add relevance to learning activities and extend pupils' vocabulary and language skills. They plan attractive projects which appeal to pupils, capturing and sustaining interest. Teachers also plan well to engage pupils in individual as well as collaborative group activities to develop social skills of sharing, taking turns and co-operating. Teachers give good written feedback to pupils in their books and provide structured discussion times to enable pupils to develop critical and appreciative understanding of their own work and that of each other. Formal assessment procedures are in the development stage, but day-to-day evaluation of the subject is good and enables pupils to know what they need to do to progress.
122. Leadership in the subject is good and the co-ordinator has clear ideas for future development. The co-ordinator also ably supports colleagues with advice and direction but there is no allocated time to monitor teaching. There is little photographic or model work retained to enable teachers to compare and benchmark standards.
123. Pupils at both key stages enjoy working practically. They solve problems well, individually and collaboratively and listen with respect to each other's ideas. Pupils with special educational needs and those for whom English is an additional language, work as equals with their peers; this reinforces their feelings of self-worth. Girls and boys enjoy equally all aspects of the design and making process. This helps to promote positive ideas of gender and capability. The good relationships fostered in practical lessons have a positive impact upon learning.
124. Resources for design and technology are largely drawn from materials bought from the science or art budgets and this is entirely appropriate. There is, however, little evidence of work in school with more resistant materials and woods, metals or plastics. There are insufficient supplies of good quality tools and this restricts the sequential teaching of skills and makes it difficult to implement some of the new national guidelines in their entirety.

## **GEOGRAPHY**

125. Due to the organisation of the timetable within the school where teaching in geography is blocked into units of work, only one geography lesson took place during the week of the inspection. No overall judgement can therefore be made on teaching. However, scrutiny of work and discussions with pupils indicate that pupils reach standards which are broadly in line with those expected by the age of seven, but are slightly below the expected standards by the age of 11. The school has recently adopted a new scheme of work which fully meets the requirements of the National Curriculum 2000, but the full impact of this is not yet in evidence due to the recent curriculum priorities for literacy and numeracy.

126. By the age of seven, pupils show a satisfactory awareness of countries which are different from their own, and are able to describe climates in, for example, India, Egypt, and Africa. They make links between climate and different types of clothing and describe differences between living in London and at the seaside. They are aware of appropriate forms of transport for travelling to different places, and use geographical terms to describe their journeys to school. Year 3 pupils demonstrate a secure understanding of early mapping skills and pollution issues when exploring the local environment and identify local landmarks. They identify London on a map of the United Kingdom. Year 6 pupils describe and contrast the physical and human features of the contrasting localities of Wrotham in Kent and the Kings Road in Chelsea, and can give reasons to justify their opinions. They use photographic evidence to back up their opinions and can make and use field maps on site when exploring land use. This is reflected in work undertaken during a residential visit to Wrotham. Pupils with special educational needs and pupils learning English as an additional language have the same opportunities as their peers. Key Stage 2 pupils at the earliest stage of learning English as an additional language are sometimes withdrawn for specialist support in English at the time when geography teaching takes place, but this short-term arrangement is designed to return pupils to the mainstream class as soon as possible.
127. Very little extended writing linked to geography is in evidence at the end of Key Stage 2, and this is an area where literacy skills could be appropriately extended for all pupils. Similarly, fuller links need to be made between work undertaken in information and communication technology and geography, for example being linked to work on sensors, and research and enquiry skills using CD-ROM material and the Internet. The school's plans for future development identify the use of information and communication technology as a priority.
128. Good use is made of the local environment to develop geographical skills and the residential educational visit for Year 6 pupils to Wrotham in Kent provides valuable first-hand experience of a contrasting locality. This enriches the curriculum provided for pupils.
129. The newly appointed co-ordinator has much enthusiasm and is keen to develop the subject. The school has a clear action plan in place with appropriate targets for improvement, although there is no planned release time for monitoring purposes. Resources for teaching are satisfactory and an appropriate annual budget is set.

## **HISTORY**

130. Due to timetabling constraints, only one lesson in Key Stage 2 was observed but further evidence was gained from a scrutiny of teachers' plans, pupils' work and discussions with pupils. Pupils, including those with special educational needs and those who speak English as an additional language, are making satisfactory gains in their learning. Standards of attainment have improved since the last inspection and are in line with those expected for pupils in Year 2 and Year 6.
131. Key Stage 1 pupils know the difference between old and new toys and refer to the materials of which the toys are made when deciding how old they might be. A visit to the Bethnal Green Museum of Childhood has obviously been planned well to stimulate the pupils' interest and consolidate their learning. Pupils display a sound sense of chronology in Year 1 when developing their own family trees, and this is extended to the end of the key stage. Pupils here use the correct date of the Great Fire of London and also place their work on Queen Victoria in an appropriate context. They are also beginning to understand how historical evidence can be

gained from a variety of sources and realise that, for example, historical artefacts are important for finding out about the past.

132. By the end of Key Stage 2, pupils develop a satisfactory level of factual knowledge and understanding of a range of historical periods. They develop their sense of chronology further by the use of timelines, for example, when studying the Ancient Romans, and clearly understand the Roman Invasion. Evidence of work undertaken following a visit to the Museum of Fulham Palace is of a satisfactory quality and develops pupils' understanding of historical interpretation and enquiry. In Year 6, pupils study, in depth, the events of the Second World War, particularly the issues facing people in their everyday life. Pupils' literacy skills are developed when they are encouraged to write a letter to their father after a night in the blitz, but, overall, teachers do not take full opportunity to develop pupils' literacy skills in a structured way across the history curriculum. Neither do they do this for numeracy or information and communication technology.
133. Teaching and learning are satisfactory at both key stages. Teachers plan lessons satisfactorily and have clear, appropriate objectives that enable pupils to grasp new information and ideas effectively.

In a Year 4 lesson, the teacher uses the last part of the session well to assess the pupils' understanding and consolidate their learning. In lessons where other adults are present, they are well deployed and are especially beneficial for pupils with special educational needs and those with English as an additional language. Teachers and support staff have very good relationships with the pupils and the majority of pupils respond positively by answering questions and settling well to the tasks set.

134. The co-ordinator for history is new to the post, enthusiastic and keen to develop the subject. She has developed a clear action plan with appropriate priorities and targets and is keen, for example, to extend the links between literacy and history. The newly revised scheme of work provides a structure which teachers find useful for their planning. Although teachers evaluate the lessons, there is no formal way of assessing and recording pupils' progress across the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

135. Since the last inspection, the school's provision for information and communication technology has improved considerably and the school complies with the statutory requirements of the National Curriculum. The leasing of the two computer suites at the World's End Church site provides excellent facilities for pupils, since all pupils have regular individual use of a computer and there is a large projector computer screen facility for demonstration and teaching purposes. In addition, the school has developed a small networked computer suite in the library where there is also the benefit of a large projector screen facility, and all classrooms have a computer. The adoption of a new scheme of work and the appointment of a skilled part-time teaching assistant have also enhanced provision. As a result of all these initiatives, standards of attainment are rising. By the end of Key Stage 1 pupils reach standards which are in line with national expectations although by the end of Key Stage 2 pupils are still working towards the nationally expected standards as the impact of the increased facilities is still taking effect. All pupils are, however, making good progress in the subject, which reflects the high priority which the school has given to improvement in this area.
136. Pupils throughout the school enjoy their lessons on information and communication technology. By the end of Key Stage 1 most pupils have a satisfactory knowledge and understanding of the use of computers and are able to save their work unaided.

Pupils in Year 2 display good mouse skills as they select and use a range of tools in a painting program making paintings in the style of the artist, Mondrian. Basic keyboard skills are developing satisfactorily, although these pupils have not yet had a great deal of experience in control technology through the use of programmable robots. By the end of Key Stage 2, most pupils are confident in the use of computers and have developed a range of keyboard skills including opening and closing programs, saving work in a named file and scrolling up and down the screen. They use pull down menus when using spreadsheets and select bar chart formats to illustrate data. Evidence from displays also indicates the ability to select, reduce and include illustrations in written texts on Macbeth. Year 5 pupils make very good progress when they undertake database searches using two criteria to answer questions on estate agency properties for sale and this is an indication of the improving standards in the subject.

137. Pupils in Year 6 and Year 5 have not yet had a great deal of experience in control technology and multi-media presentations, but the school has recognised this and curriculum plans and new resources take this into account.

Although the use of electronic mail was not seen during the inspection, this was due to an external technical difficulty, which is being resolved. The school has the facility for Internet and electronic mail and has a satisfactory range of software for pupils' use.

138. The overall quality of teaching is good, with all teaching being at least satisfactory. In a very effective lesson in Year 2, very good management with clear direction and demonstration ensured very good progress in the use of the Colour Magic program. Where teaching is good, learning intentions are well demonstrated to pupils using the large screen and teachers have high expectations of what pupils can achieve. Pupils with special educational needs and pupils learning English as an additional language make the same good progress as their peers. The additional support provided by the part-time technical assistant enhances the quality of learning for pupils during lessons. Some teachers make insufficient use of information and communication technology during the teaching of other subjects across the curriculum, although all staff make good use of computers to produce well-presented worksheets and to display information.
139. The subject is co-ordinated by two members of staff, both of whom have good subject knowledge and a clear understanding of what needs to be done next, in order to further improve standards. The school governor with special responsibility for information and communication technology takes an active interest in monitoring developments. The school is currently developing a web-site which links into the pupils' new Millennium Wall in an imaginative way. The school has identified the need for further staff training which New Opportunities Funding will provide next term. The school has started to develop assessment procedures, but this needs to be more consistently adopted throughout the school in order to track individual progression. Good use has been made of the National Grid for Learning initiatives to develop the subject. The school now has appropriate additional hardware, such as in-built sensors, the large screen, a scanner and digital camera to meet the requirements of the curriculum, and benefits from the very good technical support and advice from an external consultant.

## **MUSIC**

140. Due to timetabling constraints only one lesson in Key Stage 1 was seen during the inspection, but pupils attained the standards expected for their age in this Year 2 lesson. By the end of Key Stage 2, pupils' attain standards, overall, which are below those expected by 11 year olds nationally. This shows a decline in standards at Key

Stage 2 since the last inspection and reflects the priority which the school has placed on raising levels of attainment in English, mathematics and science and the introduction of the literacy and numeracy sessions. However, although music has not been a key area for development in the school, the staff and governors perceive music to be an important aspect of children's learning and are keen to improve their experiences and learning. This attitude is reflected in the opportunities provided for pupils to sing together, and the quality of singing heard in the school, which is at least good and often very good.

141. Throughout the school, pupils with special educational needs and those for whom English is an additional language make similar progress to that of their peers. In Year 2, the specialist skills of a student teacher are used well when she and the class teacher develop the pupils' skills in reading notations of rhythm patterns and in singing. The pupils are reminded of the importance of posture when singing and the need to 'warm-up' their voices. They respond well, follow instructions and as a result their singing improves.

Exercises which focus on their development of pitch are successful and by the end of the session the pupils are pleased with how their singing has improved. The student teacher and class teacher act as good role models and the pupils have the opportunity to hear demonstrations of a high quality. The skills of the adults in getting pupils to listen, copy and then perform, result in the pupils becoming more confident and willing to sing alone in front of the class. The high expectations and good pace of learning in the lesson seen also resulted in pupils developing their understanding of pulse and rhythm. In this lesson, teaching and learning were of a good standard.

142. The quality of teaching and learning at Key Stage 2 was satisfactory overall in the lessons observed but the standards of the oldest pupils were below that expected for their age. This indicates that pupils have not experienced a full music curriculum throughout their time in school. Currently, teachers plan their lessons satisfactorily and identify appropriate learning objectives, which ensure that the pupils' skills are systematically developed as they move through the school. Teachers have satisfactory knowledge of the subject but some lacked experience. The well-structured planning system is a significant factor in supporting new staff in the school. The time allocated to the subject is generally satisfactory but in some year groups the time is divided into two short periods. Although the quality of teaching here is satisfactory, insufficient time is available to consolidate or extend learning. Pupils' attitudes to music are satisfactory overall although a significant minority of the oldest pupils do not concentrate well and display silly behaviour on occasions. Pupils who speak English as an additional language are well supported as, for example, in a Year 4 class when questions are directed at them at an appropriate level and they are encouraged to use a chart of instruments to elaborate their answers. Pupils in a Year 5 lesson are interested in identifying the range of instruments in the brass, strings and wind sections of an orchestra and make sensible suggestions for symbols to represent sounds from a small selection of instruments. Unfortunately, the ability to develop their performance skills is impeded by the lack of good quality instruments.

143. The co-ordinator has a clear view on how to develop the subject and is, for example, aware of the need to improve the use of computers in music and offer pupils additional opportunities to learn to play an instrument through specialist tuition. She has ensured that an appropriate music curriculum is now in place across the school and has planned to review it at the end of the year. She also recognises the need to undertake a full audit of resources to ensure that they are sufficient in quantity and of good quality to support the introduction of the new scheme of work. Although teachers evaluate their lessons regularly, there is no system for assessing or

recording pupils' progress in music from one year to another. The playing of music and singing in assembly has become a regular part of school life and has raised the quality of singing. Currently, however, the school does not have a choir. Pupils have the opportunity to take part in performances, for example, at Christmas. Parents support these school events and pupils enjoy the opportunity they give them to perform in front of a wider audience.

144. Although the quality of singing in the school has improved since the last inspection, the standards achieved by older pupils in music lessons is not high enough and these pupils are capable of more demanding work. The lack of specialist instrumental tuition means that more able pupils, in particular, are unable to extend their ability to read and play music.

## **PHYSICAL EDUCATION**

145. The school has recently adopted an appropriate new scheme of work for physical education, which takes account of the full coverage of the National Curriculum programmes of study. The new curriculum is at an early stage of implementation however, and has not yet fully impacted on the overall standards reached by pupils at the age of 11. All classes have regular opportunities to undertake physical education lessons during the week. Provision for the teaching of swimming is a strength, as very good use is made of the on-site learner pool to develop swimming skills with pupils in the Foundation Stage and in Years 1 and 2. The swimming instructor provides expert tuition during these sessions. Pupils in Years 3 and 4 also make good use of the Chelsea swimming pool and most pupils achieve the national target of swimming 25 metres by the age of 11. The award of regular certificates celebrates pupils' achievements in this area.
146. In swimming lessons observed during the inspection, pupils made good progress and showed obvious enthusiasm. Pupils enjoy their participation in physical education lessons and by the age of seven, those pupils who have benefited from a longer period of time in the school demonstrate satisfactory control and co-ordination in their movements and have a developing awareness of space. However, a considerable number of pupils who are new to the school, have not yet developed satisfactory spatial awareness and their general co-ordination of movement sequences is not yet well developed. A small number of pupils also become over excited during apparatus lessons. Pupils throughout the school are encouraged to consider the effect of exercise on the body and to be aware of safety issues. Pupils at the end of Key Stage 2, although enthusiastic, display poorly developed team work skills and their ball-handling skills and understanding of tactics are also below expectations for their age during outdoor games.
147. The quality of the teaching seen in both key stages was never less than satisfactory and swimming instruction was very good. In a good lesson in Year 3, pupils and teacher enjoyed a well-planned introductory warm up and pupils then worked sensibly in pairs to make up different types of movements. Good use of demonstrations by pupils highlighted particularly well-executed sequences and encouraged the progression of basic skills. Pupils are encouraged to take on responsibilities for putting out mats and equipment from Year 2 onwards, and this promotes their personal development and sense of responsibility. Annual external safety checks ensure that all indoor apparatus is in safe working order and staff stress safety aspects in their teaching. Pupils in Year 6 benefit from the opportunities provided during a residential trip to Wrotham in Kent, to develop new skills, including

archery. Pupils with special educational needs and those learning English as an additional language generally receive satisfactory support during physical education lessons, to enable their equal participation in activities.

148. The school has a satisfactory range of both indoor and outdoor equipment, and the on-site learner pool enhances provision for swimming. However, the outdoor area is very restricted and there is no grassed area or sports field. There are no out-of-school sports clubs, although the school encourages pupils to make use of borough sports clubs where possible. The residential school trip for Year 6 pupils is also well exploited to provide extra-curricular physical education opportunities. An annual sports event is held at Battersea Park, and is a popular event in the school calendar.
149. The enthusiastic newly appointed co-ordinator is aware of the need to develop the range of the curriculum provided, especially with regard to the provision for dance and team building. He is taking active steps to develop these areas with the introduction of Top Sport activities, which aim to develop teamwork through problem solving, and through increased participation in borough sports networks such as football, cricket and rounders. The school has also developed links with both Chelsea Football Club and the National Youth Ballet. The co-ordinator has no planned release time to monitor progress throughout the school but effective systems are in place to review developments in the subject.

## **RELIGIOUS EDUCATION**

150. Standards are good and have improved since the last inspection when they were judged to be satisfactory. In Key Stage 1, pupils are aware that people belonging to the major world faiths share many similar beliefs and practices, such as showing respect for their Creator and for each other. In lessons, they learn about right and wrong actions, and the consequences these can have on others, through stories, poems and day-to-day incidents that occur in the playground or classroom. They learn that some things are more precious than material worth; for example, pupils in Year 1 read 'Ruby and the Parcel Bear' from which they learned that saying "thank you" or paying sincere compliments cost nothing, but make the recipient feel happy and appreciated. This prepares them for subsequent lessons when they learn what is special to people of different beliefs. They know how to treat special artefacts used in worship with respect and behave in a dignified manner when handling or using them. In assemblies, pupils begin to develop empathy and gain respect for the beliefs of others. They thoughtfully reconsider familiar stories like Goldilocks from the point of view of the bears and this helps them to understand why all circumstances need to be considered before making judgements about each other's actions. By the end of the key stage pupils know that each faith has a set of rules by which believers try to live their lives. They compare these rules with their own school rules.
151. Pupils in Year 5 reflect carefully upon 'Our Amazing World'. They share ideas about how the world began and grapple with serious ideas of where it is eventually leading. They begin to develop good levels of philosophical capability and are ably supported in their hypotheses by the sensitive direction and questioning of their teacher. They consider written texts with awesome ideas such as "stars can be like diamonds - or great worlds - whatever you perceive them to be....". Pupils sustain and enjoy long periods of reflective concentration. The teachers develop pupils' spirituality by introducing short periods of meditation, encouraging pupils to visualise a candle flame...this calms and focuses attention and has a beneficial affect upon a small number of boys who have a tendency to distract sometimes during class discussions. Pupils in Year 6 know about many forms of organised worship. They

have visited a church, mosque and synagogue and know that ritual plays an important part in helping believers to stay focused and understand difficult concepts. They know that symbolism is common to many faiths: that light and water are used to signify enlightenment and purification. They know that pilgrimage is important to many believers, and places, as well as artefacts, can hold special significance. Pupils show a mature attitude and respect for each other's beliefs and many are able to demonstrate a good depth of knowledge and understanding of the faiths and practices of others.

152. Pupils with special educational needs and those for whom English is an additional language make a positive contribution to class discussions. They present their written work well, using diagrams and illustrations to augment written texts. Girls and boys make equally good progress.
153. Teaching is mostly good, some very good, but a few teachers lack depth of subject knowledge and do not fully access the issues of religion and faith, tending more to social and moral aspects. Teachers give good written feedback to pupils in workbooks and have high expectations for pupils' standards of written work and presentation. Teachers teach vocabulary well, which enables pupils to be more specific in their understanding and discussions.
154. Leadership in the subject is good. The subject co-ordinator has a good vision for future development but has only recently taken over the subject responsibility and is adapting the national guidelines and the locally agreed syllabus to suit the needs of the school. The subject co-ordinator does not have allocated time to monitor the quality of teaching in the subject but has access to pupils' work in order to assess standards. All adults in the school are good role models and have high expectations for pupils' behaviour, co-operation and sense of community as well as academic capability. This is apparent in the welcoming way that children and staff quickly accept newcomers to the school.
155. There is little time allocated for lessons. The school has a good range of religious artefacts to support pupils' learning. Pupils in Year 6 were well able to appreciate the reason for a prayer mat after their teacher had sensitively explained reasons and methods of its use. Pupils were able to understand the symbolic decorations. All pupils showed respect, and treated it with interest and reverence.