

INSPECTION REPORT

JOHN BURNS PRIMARY SCHOOL

London, SW11

LEA area: Wandsworth

Unique reference number: 101014

Headteacher: Ms M Keady

Reporting inspector: Kathryn Taylor
22424

Dates of inspection: 26th - 29th November 2001

Inspection number: 230226

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Wycliffe Road London
Postcode:	SW 11 5QR
Telephone number:	0207 228 3857
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Mitchell
Date of previous inspection:	15 th - 18 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22424	Kathryn Taylor	Registered inspector	Provision for special educational needs English Physical education Design and technology Equal opportunities	Standards Teaching Leadership and management Assessment
9173	S McDermott	Lay inspector		Partnership with parents How well are pupils cared for? Pupils' attitudes and values The provision for pupils' spiritual, moral, social and cultural development
26514	Amanda Tapsfield	Team inspector	Mathematics Religious education Information and communication technology	The curriculum
12764	Wendy Thomas	Team inspector	Science Music History Geography Provision for the Foundation Stage of learning Provision for pupils with English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 38

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

John Burns School is a one-form entry, inner-city primary school that is smaller than other schools. Pupil numbers have risen quite significantly in the recent past due to the school's increasing popularity. There are currently 192 pupils on roll, aged between three and 11, and seven more children are due to join the nursery class in January. A significant number of pupils also join the school at points other than the usual starting time. Pupils are currently arranged into six classes from reception to Year 6. There is also a nursery to which 20 pupils attend full time and 12 attend part time. When children join the nursery at age three their overall attainment levels are well below average, especially the children's skills in speaking and listening. Sixty seven per cent of all pupils attending the school are from ethnic minority backgrounds. A high proportion of pupils, a third of all children at the school, speak English as an additional language. Turkish, Urdu, Cantonese, Bengali Portuguese and French Patois are main languages spoken. Thirteen pupils currently receive specific additional support with learning English although the school has identified that 40 pupils are in need of support. Four out of every ten pupils are identified as having special educational needs, a proportion that is well above the national average. A high proportion of these pupils are on the higher stages of the special needs register. Three pupils have a Statement of Special Educational Need. Forty-seven per cent of all pupils are known to be entitled to free school meals, a proportion that is well above the national average. Pupil mobility is very high. The socio-economic circumstances of pupils attending the school are very low. The school is situated within a Mini Education Action Zone

HOW GOOD THE SCHOOL IS

This is a good school, which is well managed and very inclusive. All pupils are welcomed and highly valued. The school provides well for all of its pupils, including pupils from ethnic minority backgrounds, pupils with special educational needs and pupils for whom English is an additional language. The staff, parents and governors have a very strong sense of shared purpose and a strong commitment to the school and its pupils. Staff morale is very high and the staff work very well as a team. The quality of teaching is good. Pupils make good progress during their time at this school and standards are improving. The pupils develop self-confidence, good attitudes to school and to their learning. The headteacher, staff and governors communicate very well with parents. The school makes good use of its resources including those available through the Education Action Zone. The school provides good value for money.

What the school does well

- Standards achieved by pupils at age eleven last year were very high.
- The quality of teaching is good which enables all pupils to make good progress during their time at the school.
- The provision for pupils with special educational needs and that for pupils who learn English as an additional language, is very good.
- The nursery provision is very good.
- The school is well led and managed.

What could be improved

- Pupils' standards and the curriculum in some of the foundation subjects*, especially in music, art and design and technology.
- Attendance levels, although much improved, remain below the national average and too many pupils arrive late to school.

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

**Foundation subjects refers to all of the subjects except English, mathematics and science.*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection. The key issues that related to improving the quality of the teaching, the overall leadership and management of the school, the provision for special needs and that for information and communication technology have been fully addressed. There has been significant improvement to the provision for pupils with English as an additional language. The provision for pupils' personal development and pupils' attitudes and behaviour has been strengthened. The curriculum for the core subjects has improved well and the school has made good improvements in providing a broad range of experience for pupils, particularly through its links with the community and businesses. Some work needs still to be done on developing the curriculum for some subjects, particularly in art, design and technology and music.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	A	A*
mathematics	E	E	A	A
science	E	C	A*	A*

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

Similar schools refers to schools nationally that have a similar proportion of pupil entitled to free school meals. Such comparisons take no account of pupil mobility or the proportion of pupils on the special needs register.

The table above shows that in the tests in 2001 at age eleven, the school achieved overall standards that were well above the national average in English and mathematics. Results in science were very high, being in the top five per cent of schools nationally. These results compared very well with those in similar schools and with the same pupils' standards when they were aged seven. The standards achieved at age eleven improved greatly between 2000 and 2001. This is as a result of the particular emphasis given to improving teaching and learning in Years 3 to 6 since the last inspection and because of the high quality teaching in the Year 6 class.

In the tests at age seven in 2001 pupils' overall standards in reading were well below those found nationally but were in line with those in similar schools. Standards in writing and mathematics were below the national average, but above those in similar schools. When compared with pupils' attainments when these pupils joined the school, pupils achieved well.

Inspection evidence shows that children in the nursery make very good progress so that by the time they join reception, although standards remain below those usually found, children's attainment has improved significantly. As pupils move up through the school they make good progress. In information and communication technology better provision is helping to raise standards, which although currently below the nationally expected level, are improving well. In most other subjects standards of the work seen are broadly as expected by ages seven and eleven, except in music where standards are unsatisfactory. There is now the potential to improve the standards achieved in the foundation subjects. Pupils with special educational needs and those who learn English as an additional language make very good progress towards the targets set for them. Prompt action is taken to give additional support to any pupils who are experiencing difficulties

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have good attitudes to school and learning. They enjoy school, are keen to learn and want to do well.
Behaviour, in and out of classrooms	Satisfactory. Many pupils behave well in class, around the school and in the playground. The school also has a high proportion of pupils who have specific behaviour difficulties. These pupils are given good support to improve their behaviour.
Personal development and relationships	Good. Relationships are good. Pupils care for and support one another well. High levels of mutual respect are evident amongst pupils from diverse cultures and with diverse needs. All staff provide very good role models. Pupils' independence in learning is an aspect that can be developed further.
Attendance	Below the national average. There have been good improvements, but attendance levels are still not high enough. In addition too many children arrive at school late.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Throughout the school the quality of teaching and learning is good and has improved very well since the last inspection. Teaching was at least satisfactory in 12 out of every 13 lessons. Teaching was good or very good in three lessons out of every four, which is a high proportion of good and very good teaching. Some good or very good teaching was seen in all classes and in most subjects. The teaching of English and mathematics is particularly good which enables all pupils to achieve well. Teachers use questioning well and have high expectations of all pupils. They manage their pupils very well, have very good relationships with their pupils and support them very well. The support staff are very effective. They work closely with teachers and under their guidance support the pupils well. The teaching of pupils with special needs is always at least good. The teaching of pupils for whom English is an additional language is very good. The school is making very good use of the skills of a specialist teacher to help improve the teaching of information and communication technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum includes all subjects and a good amount of time is appropriately given to English and mathematics. The provision for extra curricular activities is very good. Very good use is made of the local community, visitors and visits to places of interest. The school now needs to develop further the work in subjects such as music, art and design and technology.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified promptly. They are supported very effectively and their progress is rigorously monitored. The school provides well for a number of pupils who have very complex needs. Pupils with special educational needs are also supported very effectively by the school's very positive ethos.
Provision for pupils with English as an additional language	Very good. The teaching is consistently very good. There is very good liaison between the specialist teacher and the class teachers to ensure that pupils are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has a very strong moral code and pupils' social development is given a very high priority from the time when they start in the nursery. The curriculum promotes pupils' cultural development well and very good attention is given to enhancing pupils' understanding of a range of cultures. Although satisfactory, there is the potential to extend pupils' spiritual development.
How well the school cares for its pupils	Good. All of the staff are very caring. They know each individual pupil and support and care for them well. Academic progress is assessed regularly and is monitored well.

The school works very well with parents. Parents have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership and a clear educational direction. She is effectively supported by the senior managers. There is a very strong commitment to continue to make improvements in all aspects of school life.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory responsibilities well. They are very involved and very proud and supportive of the school. All of the governors are now better informed about the school and the impact of its work.
The school's evaluation of its performance	Good. The headteacher, governors and staff are now continually evaluating the school's effectiveness and the impact of any developments. Teaching, standards and pupils' progress are regularly and rigorously monitored.
The strategic use of resources	Very good. Financial and human resources are clearly directed towards raising standards in all aspects of school life. The school takes appropriate steps to ensure that it obtains best value in its spending.

There are enough staff. The accommodation is good and resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The teaching is good which enables their children to make good progress.• Their children enjoy school.• The school achieves good standards of behaviour and helps their child to become mature and responsible.• Staff are approachable and the school works well with parents and keeps them informed.• The school is well led and managed.• The school has high expectations of their children.	<ul style="list-style-type: none">• A small minority of parents are not happy with the amount of homework set.

The parents have very positive views of the school. The inspection evidence endorses parents' positive views and acknowledges that the school works very hard to involve them and keep them informed. Inspectors judged that homework is used well and is consistent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the nursery overall attainment levels are well below those usually found. Despite the very good progress made by children in the nursery, standards although improved, are still below average by the time children enter the reception class. Their skills in communication, language and literacy are particularly weak. This is confirmed by baseline assessments. Children continue to make good progress in the reception class. When they leave reception and join Year 1, most have achieved the recommended Early Learning Goals in their physical and creative development. Their skills in communication, language and literacy and in mathematical development remain below average, as do their personal and social development and their knowledge and understanding of the world.
2. Because of the small number of pupils in each year group, test results should be treated with some caution. There is also a high proportion of pupils with special educational needs and high pupil mobility; both of which affect overall attainment levels and account for some variations in standards across year groups. This also limits the reliability of any analysis of trends over time. In the National Curriculum tests in 2001, based on average points scores, pupils' attainment in reading at age seven, was well below that in schools nationally but in line with that in similar schools. Overall standards in writing and mathematics were below the national average but above those found in similar schools. In science, on the basis of teacher assessments, attainment was below the national average, but above that in similar schools.
3. Tests results at age eleven have been improving each year. Test results improved very significantly from 2000 to 2001 and were well in excess of the target set. This improvement is a result of the emphasis that has been given in recent years to improving the teaching in Years 3 to 6. In addition last year a very skilled and experienced teacher was appointed to teach the Year 6 class. Pupils' attainments in English and mathematics were well above the national average. In science standards were very high, being in the top five per cent of schools nationally. In comparison with similar schools, standards in mathematics were well above average and in English and science were very high. When the pupils' results in the tests at age eleven were compared with the same pupils' results when they took the tests in Year 2, overall improvements were well above average in mathematics and in English and science were very high.
4. The school effectively monitors the attainment and progress of boys and girls and pupils from different minority backgrounds to ensure that all pupils are making the appropriate level of progress. Inspection evidence did not highlight any differences in standards based solely on gender or ethnicity. However inspectors did note the proportion of boys on the special needs register is significantly higher than the number of girls, which would affect any comparisons based on gender.
5. Inspectors judged that current standards in English and mathematics are below national expectations at age seven but broadly in line with national expectations by age eleven. In science current standards are in line with the national expectations at age seven and above them at age eleven. Pupils in the Year 2 and 6 classes are currently making very good progress in all three subjects and their standards of work are improving well. Pupils are likely to attain similar results in the tests at age seven and eleven in 2002 as they did in 2001.
6. When pupils enter Year 1 standards in English, mathematics and science are below national expectations and for some pupils are well below the nationally expected levels. This is despite the good progress they make in the Foundation Stage of Learning. Throughout the school pupils of all prior attainment levels make good progress in all three subjects as they move up through the school. There are some variations in overall standards across year groups that directly relates to

the fact that some year groups have a higher proportion of pupils with special educational needs than others.

7. Throughout the school standards in information and communication technology (ICT) are below the national expected levels, but are improving well now that the school has opened its new computer suite. In religious education attainment meets the expectations of the locally agreed syllabus by age seven and eleven and pupils achieve well.
8. The work seen in most other subjects shows that the majority of pupils are achieving the nationally expected levels by the time they leave the school. However, in a number of subjects there are some weaknesses in pupils' attainments, especially in art and design, design and technology and in music. Pupils' ability to express themselves creatively through these subjects requires further development and some pupils also lack confidence in their capabilities.
9. Pupils with special educational needs attain standards that are often below the nationally expected levels and sometimes well below them. However, pupils make very good progress towards the targets set for them in their individual education plans. Pupils with behavioural needs make similarly good progress in improving their behaviour and attitudes. This has ensured that some pupils are able to continue to be placed and educated within a mainstream school, sometimes after having been previously excluded from other primary schools. Pupils with English as an additional language make very good progress and attain standards comparable with that of their peers.
10. The school has been very successful in raising standards since the last inspection. The emphasis has correctly been placed on improving pupils' standards and progress in English, mathematics, science and ICT. The recent introduction of the Early Literacy Strategy and the Better Reading Partnership in Years 1 and 2 provides even more opportunities for the school to continue to improve the pupils' attainments in reading and writing by age seven. The school is also now well placed to improve pupils' attainment and progress in some of the foundation subjects.

Pupils' attitudes, values and personal development

11. Throughout the school pupils' attitudes to school are good and have improved since the last inspection when they were judged to be satisfactory. Pupils are very enthusiastic about school and arrive happily in the morning and look forward to seeing their teachers and friends again. However, some pupils are anxious when they arrive late. Pupils talk with animation about their work and school events and activities. The pupils in Year 4 particularly enjoyed their residential trip to the Isle of Wight and felt it helped them to mature and to get on better with their classmates. Many pupils make the most of the good range of lunchtime and after school clubs. They participate enthusiastically, for example in the art, computer and football clubs. New pupils are made very welcomed in the school. One recent arrival who was interviewed by pupils in Year 6, as part of their work on producing a leaflet to advertise the school, said, "I have been at John Burns for ten months and I feel like I have been here all my life!"
12. Pupils enjoy learning and have positive attitudes in lessons. When pupils find learning relevant and interesting, they are all very keen to achieve the objective. For example, a lesson on football skills taught by a Chelsea Football Club coach showed girls and boys trying equally hard and learning very well. In a very good Year 1 mathematics lesson the pupils were all very actively involved in colouring and sorting pictures of favourite ice creams and proudly displayed them in an accurate pictograph. Throughout the school, although most pupils listen and concentrate well, some pupils have low levels of concentration, which affects their ability to listen. On the very few occasions when teaching lacks pace, pupils easily go off task, however, pupils usually persevere well to produce good work. A significant number of pupils lack self-esteem and confidence in their ability and they lose heart if they do not at first succeed. The teachers and support staff work hard to encourage and support such pupils.
13. Pupils' behaviour is satisfactory. Parents say that behaviour has improved substantially since the time of the last inspection. The majority of pupils are quiet, well behaved and responsible. There

were eight instances of fixed term exclusions last year, all of which related to two individual pupils who have challenging behaviour and specific behavioural difficulties. One of these pupils has since been permanently excluded from the school. The school prides itself in the way it has supported pupils with behaviour problems whom other primary schools are sometimes unwilling or unable to accept on their school roll. During the inspection week there were a few examples seen of fighting or uncooperative behaviour from a minority of pupils with very challenging behaviour and identified specific needs. Some of these pupils are now beginning to take more responsibility for their actions and are able to take themselves off to see the learning mentor who is funded by the EAZ initiative, or to sit on the "time out" table in order to "cool off". It is also a credit to the majority of the pupils that they ignore unacceptable behaviour and sensibly keep on learning.

14. When children join the nursery some have poorly developed skills in sharing and interacting with others. Their social development is given a high priority and improves well as the pupils go up through the school. Although most pupils are fully aware of the impact of their behaviour on others, there are still a few pupils who find it difficult, or who, because of their personal difficulties, lack the self-control to behave, as they know they should. All pupils are very friendly, bright and cheerful. They are keen to talk to adults and visitors. The representatives of the school council take their positions seriously and learn well how to be valuable representatives of their school community. Pupils in Year 6 are proud of their varied responsibilities around the school. Pupils in all classes behave very well in assemblies. They listen carefully to the teacher or other adults and to pupils when they present assemblies. They are respectful during the time for a quiet thought or prayer.
15. Relationships are good, both between pupils and with adults. Pupils from many different backgrounds and faiths get on very well and respect each other, their values and beliefs. When more able pupils are paired with pupils with special educational needs, they respond very well and conscientiously show them what to do. Pupils' ability to take the initiative in their own learning is not well developed. Although some pupils are confident and independent in their learning, for example, they find a dictionary when they cannot spell a word, in general this is an area for development. The use of class targets and the sharing of lesson objectives with pupils is helping pupils to focus their own learning.
16. The attendance level at 92 per cent is below the national average for primary schools. However attendance has improved substantially since last year when the rate was 88 per cent. The school is working very hard and increasingly effectively to improve the attendance rate. Class teachers maintain their registers well and call them promptly at the beginning of each session. The above average rate of authorised absence is mainly due to illness or other medical reasons. Additionally the school is appropriately sensitive to the parents requesting days off school for their children for religious observance and festivals. However there is also a growing trend for parents to take their children out of school for family holidays in term time, which interrupts their children's learning. The school's level of recorded unauthorised absence is above the national average as a result of the school being appropriately strict in not permitting days off unless the reasons are clear and acceptable.
17. The punctuality of some pupils arriving in the morning is unsatisfactory. Every day in each class there are several pupils who slip into the lesson after 9 am. Some may arrive up to 30 minutes late. Poor time keeping not only embarrasses pupils and spoils their own learning, but also upsets the flow of the teaching and disrupts the learning of the other pupils.

HOW WELL ARE PUPILS TAUGHT?

18. Throughout the school the quality of teaching and learning is good and has improved very well since the last inspection. The key issue related to improving teachers' planning, raising some teachers' expectations of pupils and improving their knowledge of the National Curriculum has been fully addressed. Teaching was at least satisfactory in 12 out of every 13 lessons seen. Teaching was good or better in three quarters of lessons and very good in a third. This represents a high proportion of good and very good teaching. Some good or very good teaching was seen in all classes and in most subjects.

19. Teaching in the Foundation Stage of learning is good. All of the teaching in the nursery was good or better. All the areas of learning are well planned for and staff use assessment very well. Staff are skilled in “capturing the moment” in photographs and using these, along with their notes about progress, to build up a very detailed and personal record of each child’s progress. The staff provide a rich and stimulating range of experiences for children, take every opportunity to promote their independent learning skills and develop their vocabulary. In the reception class, teaching seen was satisfactory in two out of three lessons and very good in a third lesson. Children have more structured sessions to promote their language and mathematical skills. The group sessions are appropriately timed and well managed.
20. The teaching of English and mathematics is good throughout the school and enables all pupils to achieve well in relation to their prior attainment. The basic skills are taught well. In English, there is a high proportion of good and very good teaching. This reflects the high priority given to in-service training and the school’s priority of attracting teachers with specific skills in this area. A particular strength lies in the emphasis given to developing independent writing and the link made between developing pupils’ reading and writing simultaneously. Mathematics is taught well and there is some very good teaching. Teachers question pupils well to check their understanding and to develop their thinking. They present ideas in a variety of ways which helps to move learning on at a good pace. Where teaching is very good, teachers encourage pupils to solve problems in their own way and give them opportunities to describe and explain their thinking processes to each other. Teachers throughout the school provide opportunities for pupils to consolidate their literacy and numeracy skills as they learn other subjects. For example, literacy skills are often promoted in work in subjects such as history, geography and religious education and numeracy skills in science and design and technology.
21. Teachers plan their science work well. Explanations are usually clear and resources are used effectively. Teachers routinely discuss the learning intentions with pupils, which help them understand what they are to do. They use good questioning skills to extend pupils’ understanding and to check their learning. Information and communication technology is taught well. The school is making very good use of the skills of a specialist teacher to raise pupils’ standards of work and to assist in helping teachers to improve their skills. Much of the teaching is good with a high proportion being very good. This challenges pupils and is enabling them to catch up fast. The use of ICT to support pupils’ learning in subjects across the curriculum is still at an early stage of development.
22. All teachers have very good relationships with their pupils. A major strength in all of the teaching is the very good management of pupils. This is particularly important in a context where a significant proportion of pupils have behavioural difficulties. Teachers and support staff display endless patience and are always very calm but firm in their dealings with the pupils and in many instances use humour well. Staff are very positive with pupils and build on what they do well. This gives pupils confidence to try and makes them want to co-operate. The brisk pace of many lessons also helps to keep pupils on task. Pupils have to listen carefully and concentrate. All teachers use praise and rewards very effectively. On the few occasions where pupils seriously misbehave, the school has well-established systems to ensure that the offenders are quickly removed from class. Therefore they do not disrupt lessons and other pupils’ learning. The child who may have been withdrawn is then quickly re-integrated back into the lesson when they have had the opportunity to calm down. The learning mentor scheme also contributes well to ensure that pupils who show an unwillingness to learn, receive effectively targeted support that improves their attitude and rate of learning. All of this contributes to the calm and purposeful ethos for learning that exists throughout the school and to the pupils’ attainment and achievement.
23. Teachers have good knowledge of most of the subjects they teach except in music. There are a number of very experienced and highly skilled teachers who readily share their expertise with their younger colleagues. Teachers’ knowledge of the core subjects is particularly good. The teachers use methods that are appropriate to the pupils’ learning needs and styles. In general pupils respond best to a fairly formal style of teaching. The task for the teachers now is to gradually extend the range of teaching styles they use and therefore encourage pupils to develop a more independent approach to their learning.

24. Teachers know their pupils very well and make good assessments of their learning on a day-to-day basis and use this information when planning further work. The quality of marking is good. Homework is used well to support pupils' learning. Teachers work hard to ensure homework is appropriate and is used well to consolidate the work pupils do in class. Lesson planning is good and teachers most often plan appropriate work for pupils of different prior attainment levels. They ensure that they, or the learning support staff, give direct and focused support and attention to pupils with special needs during group tasks and activities. When teaching to the whole class, during introductions to lessons and plenary sessions teachers ensure they direct specific questions to individual pupils with additional needs, in order to check their understanding and ensure they are on task. The support staff make a very good contribution. They are well briefed about their role and support pupils very effectively during whole class teacher input, quietly and without disturbing others but ensuring their pupils have full access to learning opportunities. Their use of praise and encouragement and their firm but very supportive approach, provides a very consistent framework for pupils to work in. Support staff and helpers also keep good records of pupils' learning during lessons.
25. When pupils on the special needs register are taught individually or as a group in withdrawal sessions, this teaching is always at least good and is often very good. Learning intentions are very clear and specific to the individual pupils and the tasks are very well planned to meet the learning objectives. Assessment is used very effectively to ascertain whether pupils have achieved their targets and to plan the next step in learning. In these sessions pupils are well motivated, work very hard, with interest and perseverance, despite the difficulties they experience. In one session seen for example, a child thought the teacher was going to send him back to class without giving him some extra homework and so was keen to ask, "What about my homework?" Similarly in a group writing session for pupils in Year 2, all pupils worked really hard and responded well to the teacher's high expectations of their work and independence.
26. The teaching of English as an additional language is consistently very good. This teacher also supports pupils from ethnic minority groups who are underachieving. For the target pupils there is some individual teaching and some group work in their classes. There is very good liaison between the specialist teacher and the class teachers to ensure that pupils are well supported. The specialist teacher has very good subject knowledge. Her sessions are very well planned and carefully structured according to pupils' needs. She takes great care to provide resources that will engage pupils' interest. This includes finding books and stories that reflect pupils cultural and language backgrounds. In class sessions the teacher works well with class teachers to ensure that pupils take a full part in lessons. All teachers include key vocabulary in their lesson plans and this is especially helpful to pupils with English as an additional language. Pupils are also effectively supported in lessons by skilled learning support assistants.
27. Teaching was unsatisfactory in four lessons. In two music lessons the teaching focused too much on the theory of music rather than the requirements of the National Curriculum in music. In two other lessons, one in religious education and one in history, the teaching did not focus sufficiently on developing appropriate subject skills.

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

28. The curriculum for the Foundation Stage of learning is good. A wide range of interesting and relevant learning opportunities are well thought out and organised. This ensures that children make good progress along the "stepping stones" that lead to the nationally recommended Early Learning Goals.
29. The curriculum for pupils in Years 1 to 6 meets the statutory requirement to teach all subjects, religious education, sex education and drugs awareness. In music, however, not enough time is allocated to the subject to ensure that pupils can cover each element of the planned curriculum in sufficient depth, nor is appropriate curriculum guidance being followed. The quality and range of learning opportunities overall are satisfactory in Years 1 to 6 and have improved significantly since

the last inspection. Long-term curriculum planning has improved with the introduction of both the National Numeracy and Literacy Strategies. The locally agreed syllabus is used effectively to guide planning in religious education. A high proportion of curriculum time is used appropriately to improve pupils' skills in English, mathematics and science. A good proportion of time is also given to information and communication technology (ICT). The school's priority in the recent past has been to develop the curriculum in the core subjects in order to raise standards. Other subjects have not been a focus for specific development since the last inspection, although the latest National Curriculum guidelines have been implemented. A challenge for this school now is to increase the time and attention given to the foundation subjects, whilst maintaining pupils' standards in the core curriculum.

30. The strategy in place for teaching numeracy is good and that for literacy is very good. Both have had a very positive influence on raising pupils' attainment. In particular the increased focus on oral work in both subjects has broadened pupils' vocabulary. The identification of key vocabulary in other subjects is also a positive feature. The introduction of the Additional Literacy Strategy, Early Literacy Strategy and Better Reading Partnership and the Springboard materials in mathematics, is also supporting the development of pupils' literacy and numeracy skills effectively.
31. There is a strong commitment to ensuring that all pupils have full access to the curriculum, regardless of their prior attainment, ethnicity or gender. The school's strong commitment to equality of opportunity is met through the curriculum, which also provides good opportunities to challenge stereotypes and inequality.
32. The provision for pupils with special educational needs is very good. This is a substantial improvement since the last inspection when provision was unsatisfactory. Pupils' are identified very promptly. The quality of pupils' individual education plans (IEPs), is very good. They contain very clear and specific targets and clearly outline how pupils' needs will be met. Pupils' progress toward the targets set for them, is reviewed very regularly, either termly or half termly depending on the stage of the Code of Practice that pupils are placed on. This ensures that pupils' progress is monitored very effectively. Teachers and learning support assistants are fully aware of pupils' targets and use these to guide their teaching. The three pupils with a Statement of Special Need have either only recently received a statement, or have recently joined the school. Arrangements for their one-to-one staff support that meets the requirements of their statements has been set up. Curriculum provision for pupils with English as an additional language is the same as that for other pupils, with the addition of effective support in learning English
33. There is a very good range of extra-curricular activities that enhance the quality of education for pupils. The very good range of after-school clubs includes for example, football, art, recorders, science, chess and music. A good number of pupils also choose to attend the voluntary classes to improve their reading and mathematics. The curriculum is enhanced with regular trips to a range of places. Recent visits have included those to the Science Museum, the Wandsworth Museum and a river walk for pupils in Year 6. Residential trips are also organised. There are very many visitors to school who provide interesting experiences that extend pupils' learning. The school's 'author in residence', for example, was working with Year 2 pupils during the inspection. Football training is given to older pupils by a member of Chelsea Football club. Theatre groups work with pupils on a wide range of foci such as cultural and history topics. The local community makes a very good contribution to pupils' learning. Representatives from the police and fire services contribute to safety education and leaders of several faith groups visit the school to lead lessons and assemblies. A local senior citizen comes into school regularly to talk with the children about fishing. Groups such as the Science Museum outreach team and the Shell Education Project make a very good contribution to pupils' learning in science.
34. There are very good links with the local secondary schools who send teachers and pupils from Year 7 to talk with pupils and parents about secondary transfer. The chance for pupils to talk with Year 7 pupils is particularly helpful. Older pupils from a range of colleges undertake work-experience placements at John Burns. The Education Action Zone initiatives have also promoted very good links amongst local schools. The school has found these very valuable and has made very good use of them, especially in ICT. Pupils in Year 6 last year benefited greatly when they

linked with Battersea Technical College to work on a dance and drama project. A group of older pupils are currently attending an animation workshop at the City Learning Centre. This is an excellent initiative that includes pupils of all levels of attainment and has achieved much in developing pupils' self-confidence. Pupils have begun to take part in local sporting events and in competitions. Several pupils recently won prizes in a poetry competition.

35. Good provision is made for pupils' personal, social and health education (PHSE). The scheme of work is balanced, addressing issues such as relationships, safety and citizenship. It gives straightforward guidance to staff on the approaches suitable for pupils of different ages. Pupils are given many opportunities to learn how to make informed decisions about healthy living. The social club provides some pupils with helpful support, as they learn to balance their own needs with those of others.
36. The school provides well for pupils' spiritual, moral, social and cultural development. This aspect has improved well since the last inspection. The promotion of spirituality is satisfactory. Assemblies meet legal requirements for collective worship and usually provide a quiet and appropriate time for the pupils to think about issues facing them and others in the world. A good assembly on the theme of the NSPCC, allowed the pupils to empathise with the plight of a seven-year-old girl who had to look after her mother and siblings. Occasionally teachers interrupt the thoughtful atmosphere of an assembly when overly fussing if pupils are, for example fidgeting. Religious education makes a positive contribution to pupils' spiritual development. However, sometimes in lessons more time could be given for pupils to reflect and consider the deeper meaning of life. Across the rest of the curriculum there are some sound opportunities to promote spiritual development. In an art lesson, for example, the Year 2 pupils were given a very good chance to appreciate the vibrant colours and beauty of the light and shade falling on different fruits.
37. The provision for the pupils' social and moral development is very good. All staff provide very good role models for pupils. They are consistent and calm in giving a clear message on how to behave and interact with others. Sanctions are entirely clear and pupils know what to expect if they do something wrong. Pupils value the rewards they are given and look forward to their "Golden Time" on Friday afternoons. Pupils learn to become more responsible for their actions and are growing in self-discipline. They are being well-tutored in differentiating right from wrong. The learning mentor is very effective in helping individual pupils to develop their social awareness and to cope with difficult personal situations. He has encouraged pupils to run a "Friendship Week" and teaches whole classes how to manage their anger. The very good provision for extra curricular activities makes a strong contribution. The school justifiably prides itself in promoting pupils' self-esteem. There are numerous photographs around the school of pupils achieving in many different ways and every pupil is given a chance to shine at something. In the nursery, for example the children quickly find their own yellow files and proudly point out good work or photographs that show their successes and achievements. By the time most pupils leave at the end of Year 6 they have developed into confident and responsible members of society. Pupils' involvement in community activities makes a very positive contribution to their social development. The school choir regularly sing for the senior citizens. They regularly take part in Wandsworth School's music events and concerts.
38. The provision for pupils' cultural development is good and for developing their multi-cultural awareness, is very good. Displays around the school celebrate a range of cultures and religions. The recent Diwali celebrations and the current Ramadan had a high profile in the school and pupils have recently been involved in learning about and celebrating Black History Month. The school ensures that all pupils, many of whom would not have the chance otherwise, have opportunities to go out on trips and outings, so as to extend their cultural awareness and appreciation of the diversity of London. Similarly, a very wide range of visitors attends the school to perform for pupils and to talk about their work. The teacher funded by the ethnic minority achievement grant is particularly adept at valuing and including the cultural background of the pupils she is teaching when planning her work. A recent International Food Day organised by the school, attracted a good number of families. While the planned curriculum provides some good opportunities to promote pupils' spiritual and cultural development, there is the potential for subjects such as art, music and dance to make an even greater contribution.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The staff genuinely care for all of the pupils. All staff know pupils well and give them individual and appropriate academic and pastoral support. The school is very inclusive and children attending the school who are “looked after” are very carefully supported.
40. Procedures for child protection are very good. The headteacher is the named person responsible. She is experienced and knowledgeable, regularly attends training and ensures that all staff are aware of the appropriate procedures. Welfare and first aid procedures are good. There is a good number of staff with first aid certificates. The welfare staff are comforting and well organised. They deal effectively and swiftly with any knocks and grazes and are careful to inform parents when appropriate. Any accidents are carefully recorded. They put the needs of the pupil to the forefront and, with parental permission, will give necessary medicine to pupils. However they are not sufficiently careful in recording the date, time and person who administers the medication. In a small school, all current staff know the medical background of each pupil. To be even more informed, the school needs to maintain up to date class lists, so that supply and new staff are immediately aware of any medical or health needs.
41. The health and safety strategies are good. The premises officer is very experienced and ensures safe working conditions for staff and pupils. Fire alarms and equipment are regularly checked. The current refurbishment work on the roof and external windows is carefully monitored to ensure everybody working in or visiting the school is away from building hazards.
42. The school has very good and effective procedures for monitoring and improving attendance. Low attendance levels have been a cause for concern over the past few years. The school has been using extra funds available via the Education Action Zone very effectively to help them reduce the absence figures. Registers are called promptly by all class teachers at the beginning of each session. The computerised attendance system is used very effectively to monitor trends in absence across classes and for different groups of pupils. The need for regular attendance is promoted well. Frequent reminders are sent to parents about the negative effect that inconsistent attendance has on achievement. The award of certificates and book prizes is most effective in highlighting the need for good attendance. The school is also making a concerted effort to improve punctuality. The late book is consistently used and carefully checked so that parents can then be reminded about the need for punctuality. On some occasions the headteacher will ring home to check the pupils are getting ready for school!
43. Strategies for monitoring and promoting good behaviour are very strong, representing a very good improvement since the last inspection. Behaviour management is consistent across the school. Teachers frequently refer to the class's own simple rules to emphasise expectations of behaviour. Some class teachers have amusing and entirely appropriate ways to encourage good behaviour. In Year 1 for example the teacher is very clear about which is the “silent zone” and which is the “whisper zone”. Pupils with challenging behaviour are very well supported. Clear records are kept of how they have been behaving, so that improvement can be charted and appropriate support given. The school is successful in ensuring that pupils are building up self-discipline and taking more personal responsibility for their actions. Very good use is made of agencies beyond the school, such as the behaviour support team.
44. The school has very good procedures for dealing with any incidents of bullying. There is a clear anti-bullying policy as a foundation for effective practice. All the staff are open and willing to listen to pupils who have problems. Parents are fully informed if their children are involved in any bullying and are encouraged to work with the school to stamp out oppressive behaviour.
45. Procedures for monitoring and promoting pupils' personal development are good, as they were at the last inspection. Young pupils are settled into school life very effectively in the nursery and reception classes. A strong emphasis is placed on developing personal and social awareness. Pupils are given chances via the school council to develop a sense of responsibility to the community. Pupils in Year 6 are prepared well for moving on to secondary school. With the introduction of targets for learning, pupils are starting to take some responsibility for how effectively

they learn. The school now needs to emphasise promoting initiative and independence in learning for pupils.

46. The school has worked well to establish good assessment procedures. There are effective procedures in the Foundation Stage for making initial assessments and for assessing how well children are doing in lessons and over time. Teachers and other adults know the children well and ensure that children's individual needs are met. Baseline assessments are carried out when pupils transfer from nursery to reception. There are very good systems in English and good systems in mathematics to regularly monitor and assess pupils' progress, as they move up through the school. Pupils' results in national and optional tests, as well as regular teacher assessments, are being used well to set targets for individuals and groups of pupils. In most, but not all other subjects, satisfactory procedures have been established for assessing pupils' work, linked to the specific skills outlined in the teachers' lessons plans. However, there is scope to improve these with further developments to the curriculum.
47. The headteacher and senior staff use assessment effectively to help track the progress of different groups of pupils. The attainment of boys and girls, of pupils from different ethnic backgrounds and of pupils who join the school at different times throughout their schooling, is tracked well. This ensures that all pupils are learning at an appropriate pace. The progress that pupils with special educational needs make is regularly assessed and specific diagnostic tests are carried out as appropriate. Where a child with special needs also learns English as an additional language, arrangements can be made for a child to be assessed in their first language. The teacher for pupils with English as an additional language makes regular assessments of the progress made by specific pupils and uses this effectively when planning future work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have very positive views of the school. Their views have improved a great deal since the last inspection when the majority of parents did not feel a strong link with the school. At the last inspection, for example, only 11 parents returned pre-inspection questionnaires and this time 122 parents returned theirs. Parents are now happy with all areas of the school. They particularly like the ease with which they can approach the school with questions or concerns and the teachers' high expectations of hard work and good achievement. Parents feel the teaching is good and many also feel that the leadership and management have improved a great deal over the last few years. The inspection team concurs with all these positive views. A few parents have concerns that their children are not getting the right amount of work to do at home or are unclear on the homework routine. The inspectors judged that the school uses homework well to promote learning and is setting an appropriate and regular amount.
49. The school has good and effective links with parents. All the staff are friendly and give a positive welcome to parents. The headteacher is very visible around the school and makes a point of being available to greet parents at the beginning and end of the day. She responds personally and very quickly to parents with any concerns. On some occasions she will take a teacher's class so that the teacher can meet with a worried parent. There are no formal surveys to canvass parents' opinions, but by close informal contact with parents the headteacher and her senior management team are fully aware of what the parents like and what they would like to see improved. The special needs coordinator and the specialist teacher for pupils at the early stages of English acquisition, make very good links with parents and inform them about their children's progress; they are welcome in school to discuss any concerns.
50. The quality of information provided to parents is good. Newsletters are useful and positive in tone. The prospectus is in the process of being updated to a more professional and attractive document. The prospectus and the annual report from governors meet legal requirements. However some parts of the annual governors' report are not written in sufficiently clear language. Parents have a chance each term to meet their child's class teacher and to discuss progress. Some parents justifiably would like to receive their child's end of year report in advance of the summer term parent teacher meeting, so that they can ask informed and relevant questions about their child's learning. The reports are perceptive and show that the teachers know their pupils well, although

some are not sufficiently clear in stating how the pupil has progressed within each subject over the year. Targets for improvement for these pupils are clear and helpful and allow the parents to share in their children's progress. However, although targets are discussed verbally with parents at the termly meeting, they are not yet routinely included in all written end of year reports.

51. The impact of the parents' involvement on the work of the school is satisfactory. A good number of parents attend events and celebrations and feel they are a valued part of school life. Parents often accompany outings and a number help with reading and preparing resources. Some of the original helpers are now employed in the school. There is no Parent Teacher Association, but when organising fundraising and social events, groups of parents do volunteer to work jointly with the staff and governors.
52. Parents make a satisfactory contribution to pupils' learning. Nearly all parents attend the termly meeting with their child's teacher and are interested in how their child is progressing. Most know when to expect their children to bring homework and many are quick to check if it is not forthcoming. However not all parents consistently hear their children read at home and the completion of the home reading books is patchy. The school is about to relaunch the home reading scheme to provide better links between work at home and school. Parents of pupils with particular learning or behavioural needs are kept very well informed and so are able to help their children in some detail.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Since the last inspection there have been good improvements to the leadership and management of the school. The key issue that related to establishing a school development plan with clear educational priorities linked to finance and staff training has been fully addressed. The school is well led and managed. It has a clear set of appropriate aims, that include a very strong commitment to equality of opportunity and to ensuring that all pupils, irrespective of their backgrounds, are given the chance to reach their full potential. The aims are reflected well in all aspects of the school's work. There is a strong commitment to improve and continually extend what the school offers its pupils, not only in terms of their personal development and support, but also their academic achievements and progress.
54. The headteacher provides good leadership and a clear educational direction. Since joining the school three years ago she has worked very well with the staff, parents and governors to build on and strengthen all aspects of the school. Particular strengths in the management lies in establishing and maintaining a very positive climate for learning, developing strong teamwork and a successful partnership with parents. This has provided a firm basis for moving the school forward. The success is evident in the positive attitudes of pupils, the strong support from parents and the staff's commitment and high morale. This is especially successful in the context of a school that presents daily challenges to all of the staff.
55. The headteacher is ably supported by the senior management team. Senior managers work well in partnership with her and also manage each of the key stages very effectively. The special needs co-ordinator (SENCo), although currently employed for just one day per week, has worked very hard and very successfully to make improvements to the provision since joining the school. She ensures that pupils' individual education plans (IEPs) are all up to date and that meticulous records relating to individual pupils are kept. She has a good deal of expertise, provides very good advice and support for staff and has established very effective links with external agencies. The special needs governor, who also works at the school, is well-informed and keeps a good overview of the provision. There is more than the average number of special needs support assistants at the school. However, the proportion of pupils with special needs and with complex needs is very high. The management of support for pupils with English as an additional language is very effective and is a strength of the school. The specialist teacher has a clear understanding of her role and of the needs of the pupils. She gives very effective support to class teachers in helping pupils. She also has very effective links with a range of agencies. Her work with underachieving pupils from ethnic minority groups is also very good

56. The Foundation Stage of learning is very well led and managed. The co-ordinator is very knowledgeable and experienced and has played a leading role in developing and shaping the curriculum and assessment procedures. The core subjects are well led and managed. Co-ordinators have a clear overview of work throughout the school and have worked very hard and successfully since the last inspection to develop teaching and the curriculum. As this is a small school with a number of teachers who are relatively new to the school, some are new to their role of co-ordinator, Nevertheless they have made a good start to developing work in their subjects, are very keen to learn and have a clear understanding of what they want to achieve. Geography, music and design and technology are currently without a named co-ordinator.
57. Systems for appraisal and performance management of teachers are securely in place. The headteacher and senior managers regularly monitor the teaching. Feedback is given to individual members of staff and more general points from observations are discussed and incorporated into staff training. Very good attention is given to the professional development of both teaching and support staff. The school makes very good use of opportunities to gain expertise from beyond the school, for example, through its links with industry, with the Local Education Authority and the Education Action Zone. This has had a very positive effect on improving standards and in enriching pupils' experiences.
58. The school improvement plan contains very relevant and measurable educational priorities that are linked to finance. Lines of responsibility and expected outcomes are clear. Staff and governors are effectively involved in the process of determining the school's priorities. Central to the school improvement plan is the commitment to continuous improvement.
59. The governors are very committed, interested and supportive. They fulfil their statutory responsibilities well. The governing body has a full complement so that when vacancies arise for parent governors, there are now several volunteers so that elections take place. The chair of governors and some of the other governors have been in post for many years. They have continued to support the school well, through some difficult periods. Since the last inspection governors have made good use of training opportunities to extend their own skills and understanding and to develop their role as critical friend. Governing body meetings and those of sub-committees take place regularly and governors are also kept well informed about the school and about its progress. They have a good understanding of the school's strengths and weaknesses.
60. The school is now fully staffed although here has been a relatively high staff turnover during the past two years. As a number of staff currently new to the school, also previously carried out their teaching practice at the school, this has provided good continuity for pupils. Arrangements for the induction of new staff are good. Teachers new to the school say that they quickly feel welcome and part of the team. The match of teachers and support staff to the demands of the curriculum is satisfactory, except in music where there is a lack of expertise. The teacher funded to support pupils from the ethnic minorities and the teacher responsible for co-ordinating special educational needs are used extremely well for the short time they are available to the school. There is an appropriately large number of learning support assistants. They all contribute very well to pupils' learning in the classroom and are highly valued as important members of the staff team. Staff morale is very high and all the staff work very well as a team.
61. The accommodation is good. The building is bright, attractive and welcoming. It is well maintained and cleaned to a good standard. The school has the benefit of two halls in which to hold assemblies, teach PE and serve lunch. There are a good number of additional rooms, for example, for art, television and for withdrawal of pupils for small group teaching. Classrooms are mostly of a good size for individual and group work. However the reception classroom is rather small to be able to offer the full range of activities at any one time. The nursery and reception children have good access to a safe and secure outside play and exploration area. The upper classrooms have useful access to separate terraces, which the pupils can use for scientific experiments or art display. The outdoor accommodation provides space for recreation and PE. The pupils in Key Stage 1 have some good and interesting permanent climbing equipment and there is a good range of playground markings.

62. The quantity and quality of the learning resources are satisfactory overall, but not extensive. English, science, religious education and PE have good resources, but those for music and design and technology need to be extended and some need to be replaced and updated. The ICT suite is a good resource to promote learning, although the amount and quality of software is, as yet only satisfactory. The library is satisfactory. It is used regularly by each class and has a satisfactory range of books. However, books could be displayed better to promote enjoyment of books and reading.
63. The administrative staff are an integral part of the school. They very effectively support the work of the headteacher and class teachers and provide an excellent contact point for both pupils and parents. Their contribution and accessibility is highly valued by staff and parents. They are conscientious and efficient, ensuring a good standard of day-to-day administration and control of the school's budget. The school has good systems for financial planning and for monitoring of the budget. The money carried forward each year is above that recommended. This reflects the need to have contingency funds to repay the Local Education Authority monies that are clawed back when pupils leave the school throughout the year. The school has recently had to repay approximately £16,000. Some funds have also been set aside to extend the special needs provision. Systems to ensure best value and to evaluate the impact of any spending decisions on pupils' overall attainment, progress and personal development are firmly established. The headteacher and governors regularly monitor and evaluate the school's outcomes in relation to schools nationally and similar schools. There are effective systems to ensure value for money is obtained when purchasing goods and services. Weaknesses highlighted through external audit have been addressed. The school makes good use of ICT to keep a regular check on its spending and for an appropriate range of administrative tasks. Funds allocated for specific purposes are effectively deployed, for example those for staff training, curriculum development and to support ethnic minorities. The specific funds allocated to the school for special educational needs are used appropriately. The school also allocates a good proportion of additional money to enhance the provision in order to meet the needs of the very high proportion of pupils with additional and often complex needs. The headteacher has been very successful in attracting additional funding for the school for a range of initiatives that include providing equipment, paying for additional support staff and to provide visits, visitors and experiences for pupils that they would not otherwise have. The school has also recently successfully bid for grant funding to develop its work on identifying and supporting gifted and talented pupils. The staff also make very good use of their personal links and those with businesses. This has greatly enhanced what the school has been able to offer its pupils.
64. The teaching is good and pupils achieve well during their time at this school. The school provides an extremely caring and supportive environment for its pupils, some of whom are very vulnerable and sometimes very challenging. The provision for pupils' personal development is good. The school is well led, managed and standards are improving well. The cost per pupil is fairly high, although overall costs reflect money allocated to meeting some pupils' additional needs. Progress since the last inspection is good and the school has a very strong commitment and a good capacity to continue to make improvements. When consideration is given to all of these factors, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- i. Improve pupils' standards in the foundation subjects and particularly in art and design and technology by:
- ensuring that there is a co-ordinator for each of the subjects;
 - developing the curriculum planning;
 - extending the resources and the time given to subjects.
- (Paragraphs 8,29,38,56,103,104,106,109,111,112,126,128)*
- ii. Improve the provision for music by:

- giving more time to the teaching of music;
- providing training for all of the staff;
- ensuring that teaching is based on the National Curriculum programmes of study; and
- improving the resources.

(Paragraphs 8,23,27,29,38,60,121,122,123)

iii. Work with parents to continue to improve pupils' punctuality and attendance.

(Paragraphs 11,16,17)

In addition to the above key issues, the governors should also consider including the following minor issues in the action plan:

- developing and extending pupils' independence in learning;

(Paragraphs 15,16,17)

- improving pupils' handwriting skills and their fine motor skills.

(Paragraph 82,103)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	23	9	3	1	0
Percentage	0	32	52	17	6	2	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	26	166
Number of full-time pupils known to be eligible for free school meals	14	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	61

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	7.2

Unauthorised absence

	%
School data	0.8

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	5	6	5
	Total	11	13	12
Percentage of pupils at NC level 2 or above	School	73 (75)	87 (89)	80 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	5	5	6
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	80 (93)	80 (96)	87 (93)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	7	7	7
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	88 (65)	88 (53)	100 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	7	7	7
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	88 (29)	88 (41)	100 (53)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	38
Black – African heritage	17
Black – other	27
Indian	2
Pakistani	4
Bangladeshi	2
Chinese	3
White	52
Any other minority ethnic group	20

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	20.3
Average class size	23.1

Education support staff: Y R – Y6

Total number of education support staff	12
Total aggregate hours worked per week	230

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	27
Total number of education support staff	1.0
Total aggregate hours worked per week	33
Number of pupils per FTE adult	8.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.4
Number of teachers appointed to the school during the last two years	8.0
Total number of vacant teaching posts (FTE)	0.0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	4	1
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	200/2001
	£
Total income	563,940
Total expenditure	559,350
Expenditure per pupil	2,943
Balance brought forward from previous year	41,261
Balance carried forward to next year	45,851

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

172

Number of questionnaires returned

122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	19	2	0	2
My child is making good progress in school.	66	31	2	1	0
Behaviour in the school is good.	53	37	4	2	4
My child gets the right amount of work to do at home.	44	39	8	2	7
The teaching is good.	63	33	0	0	1
I am kept well informed about how my child is getting on.	64	31	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	27	1	0	0
The school expects my child to work hard and achieve his or her best.	72	27	1	0	0
The school works closely with parents.	60	34	4	0	2
The school is well led and managed.	68	27	2	0	3
The school is helping my child become mature and responsible.	56	39	2	0	2
The school provides an interesting range of activities outside lessons.	56	35	5	0	4

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

65. At the time of the previous inspection the nursery provision was inspected according to the areas of learning for children under five. Children were judged to be making satisfactory progress over time, although their overall attainment was below levels expected nationally for five year olds. The reception class was inspected under the National Curriculum requirements. In September 2000, the Foundation Stage of children's learning was introduced for nursery and reception children and provision in the current inspection was inspected according to the nationally recommended Early Learning Goals for the Foundation Stage.
66. When pupils enter the nursery, their speaking skills are well below expected levels and this has an impact on their learning in all areas of the curriculum. Their early mathematical skills and their personal and social development are also well below those expected nationally. Children's physical and creative development are below expected levels as is their knowledge and understanding of the world. During their time in the nursery, pupils make very good progress in all the areas of learning. When they enter the reception class their overall attainment levels are still below the standards expected nationally, although some children are on course to meet the early learning goals. Children continue to make good progress during the reception year and by the time they are ready to begin Year 1, their attainment in physical and creative development is in line with levels expected nationally. Their skills in communication, language and literacy and in mathematical development remain below average, as do their personal and social development and their knowledge and understanding of the world.
67. Teaching in the Foundation Stage was never less than satisfactory. All the teaching in the nursery was good or very good. In the reception class, teaching was satisfactory in two out of three lessons observed and very good in one out of three. In the nursery all the areas of learning are planned for. Adults each have a focused activity for the session. They make regular notes about children, recording their attitudes, progress and attainment. They also make good use of a digital camera to record children's activities. These photographs are then annotated and added to children's individual profiles. Staff are skilled in "capturing the moment" and these photographs and the attached observations build up a very detailed and personal record of the child's progress and attainment during their time in the nursery. Parents and carers are invited to view the profiles whenever they wish and are also invited to contribute to them. The observations focus closely on the areas of learning and children's progress towards the early learning goals. The school is now planning to continue these valuable profiles in the reception class.
68. Adults ensure that over the week children experience activities in all the areas of learning. The curriculum in the nursery is rich and stimulating. The staff take every opportunity to promote children's independent learning skills and develop their vocabulary. The nursery day begins well and a range of activities is provided. When children arrive they go straight to their chosen activities. Parents and carers are welcome to stay and settle their children. The staff are free at this time to welcome parents and discuss any areas of concern. In the reception class the curriculum has a more focused structure. Children have more structured sessions to promote their language and mathematical skills. The group sessions are appropriately timed and well managed. Children then move into a variety of activities. There are difficulties for the reception teacher in that the classroom is very small and it is not possible for her to set up the room as a fully effective learning environment for the Foundation Stage. The teacher makes the best possible use of the space available, but would benefit from having access to a larger area in order to match the rich and stimulating conditions in the nursery.

Personal social and emotional development

69. The majority of children enter the nursery with immature skills in personal, social and emotional development. In the sessions observed, children were happy and settled and used to the nursery

routines. In the reception class, children's response was more varied. Several children found it difficult to adapt the more structured environment and the lack of space to enable a good variety of purposeful play activities to be provided means that children were more constrained. A significant number of the children in the reception class are summer born and still need access to the kind of activities they experienced in the nursery. The reception class teacher works hard to provide appropriate activities but lack of space prevents this at times. The result is that some children find it difficult to settle and do not respond well to class routines. On one morning during the inspection a number of children were upset on arrival at school and found it difficult to settle. Some children in the reception class found it difficult to co-operate, take turns and share resources. The majority are still to meet the early learning goals for personal, social and emotional development. In both the nursery and reception classes children are enthusiastic about their learning. For example, children in the nursery enjoyed playing at being hairdressers, making appointments and choosing different hairstyles. Teachers in both the reception and nursery classes give very good attention to pupils' personal, social and emotional development enabling children to improve well.

Communication, language and literacy

70. When they join the nursery children have speaking skills that are well below average. They make good progress in the nursery but their skills are still below average when they start in the reception class. Children enjoy listening to stories and sharing books. The quality of teaching is good. All adults use language well with children and are concerned to develop their vocabulary. In the nursery, the role-play area plays a significant part in helping children develop their language skills. Staff encourage the children to talk about all their activities. They guide children well in clarifying their thinking and explaining reasons for their actions. There is a good level of interaction between adults and children which helps to develop children's language skills. At this stage in the school year children in the reception class are appropriately not being introduced to the Literacy Framework. However, they are given plenty of opportunities to read and write. They make cards and write letters to their friends. Pencils, crayons and different kinds of paper are readily available and children regularly use them. Children have favourite books and can retell the stories. Some use illustrations to "read" the story. They enjoy talking about the stories they have heard. Children are encouraged to take books home to share with adults.

Mathematical development

71. Children in both the nursery and reception classes make good progress in this area because the teaching is good. Children in the reception class can count to five and many can count reliably beyond this. They can match object to numerals, for example, they enjoyed acting out the story of Goldilocks and the three bears, matching chairs and porridge bowls to the number of bears. They can recognise and order numbers to nine, though a few are insecure beyond this. Children in the nursery enjoy counting rhymes and games. In the salt tray (an alternative to sand) they use different sized scoops to fill different containers. Adults talk to them about the activity and help to develop their mathematical language. A small number of older nursery children can write numbers to 10 recognisably, though they reverse a few of these. Whilst a minority of children are likely to attain the early learning goal for mathematical development by the end of the reception year, the majority are unlikely to.

Knowledge and understanding of the world

72. When they start in the nursery, most children have limited experience and understanding in this area. A small number have a good basic general knowledge but many show understanding below expected levels. Children enjoyed looking after the stick insects in the nursery. They helped to clean out the container and collected the small eggs which they knew would eventually grow into more stick insects. Children understand that they should wash their hands before they start to make sandwiches, one of the nursery activities during the inspection week. They enjoy using the telephone in the "hairdresser's salon" to make appointments. In the reception class children enjoy experimenting with different objects to see if they float or sink. They learn that they need to wear

protective aprons when they are involved in water activities. In both classes children enjoy using computers. They can use the mouse to operate programs and to move objects on the screen. By the time they are ready to start in Year 1, children have made good progress in this area but standards overall are below those expected for children of this age. The quality of teaching in this area of learning is good.

Physical development

73. Teachers give good attention to the children's physical development. Both the nursery and reception classes have their own outdoor play area. However the area for the reception class is limited and not well developed. The nursery area has some fixed climbing apparatus. The provision helps children to make good progress in their physical skills. Children in the reception class also have access to the hall for PE lessons. Children are able to run, jump, balance and climb using a good range of equipment and showing awareness of the needs of others in the space around them. They roll hoops and are learning to throw and catch balls. In both the nursery and reception classes, children use brushes, scissors, pencils and other small items of equipment with increasing confidence and skill. By the end of the reception year it is likely that most children will attain the expected levels of physical development.

Creative development

74. The good teaching enables children to make good progress in this area of learning in both the nursery and reception classes and are likely to attain the expected levels by the end of the reception year. Children enjoy making pictures in paint and collage. They have opportunities to draw and to explore a range of materials. Children enjoy listening to music and exploring a range of instruments. In the nursery children enjoyed dancing to a range of lively music. Children greatly enjoy role-play and are enthusiastic about acting out familiar stories such as Goldilocks and The Three Bears. They enjoyed playing at being hairdressers or working in the class post office. In the reception class the role-play opportunities could be further developed to provide children with more opportunities for imaginative play.

ENGLISH

75. There have been good improvements to the standards and teaching in English since the last inspection because the school gives high priority to the development of pupils' literacy skills and maximises the use of its available resources. The very good improvements to the special needs provision and to the assessments in English have contributed well to the improved standards. Pupils of all ages and abilities, including those pupils with special educational needs and those for whom English is an additional language make good progress in English.
76. Test results at both age seven and eleven need to be treated with some degree of caution because the size of cohorts is quite small. Overall attainment levels can vary from one year to the next and are dependent on the proportion of pupils in each class who have additional needs in English. In the national tests in 2001 at age seven, pupils' overall standards in reading, based on average point scores, were well below those in schools nationally but in line with those found in similar schools. Standards in writing were below the national average but above those found in similar schools. Test results at age seven have improved steadily since the last inspection. Current standards in Year 2 for a significant proportion of pupils are below the national expected levels. However, pupils here are making very good progress in lessons and over time, as is evident from lesson observations and work in pupils' books. Consequently a good proportion of pupils are on course to achieve the expected levels in reading and writing by the end of the year.
77. Tests results at age eleven have improved well since the last inspection. There were significant improvements between 2000 and 2001 firstly because, since the last inspection there has been a strong focus on improving the teaching at Key Stage 2. Secondly, a new and very experienced teacher was appointed last year to teach the Year 6 class. Pupils' overall standards in 2001 were well above the national average and were very high when compared to similar schools. When these pupils' results in the tests at age eleven were compared with the same pupils' results when they

took the tests in Year 2, overall improvements were very high. In the current Year 6 class, overall standards currently are slightly below the nationally expected levels. However pupils in Year 6 are making very good progress so that by the end of the year most are on course to attain at least the nationally expected level. There is clear evidence that some pupils' attainments are already above the nationally expected level.

78. The good quality of teaching, additional support, booster classes and after-school clubs enables pupils, whatever their ability, to make good progress in relation to their prior attainments. Inspection evidence did not highlight any differences in pupils' attainment or progress based solely on gender or ethnicity. It did however highlight some differences in the overall attainment levels in some classes, which directly reflects the proportion of pupils in each class who have special educational needs.
79. In Year 6 pupils' attainment in reading is in line with national expectations and pupils are currently making very good progress so that by the end of the year, overall attainment is likely to be above national expectations. Higher attaining and average attaining pupils read independently for sustained periods and with good understanding. They talk confidently about which books and authors they prefer and give reasons for their preferences. Lower attaining pupils and those with special educational needs are supported well and heard read every day during the guided reading session. Pupils report that this is helping them to improve. When pupils come across unknown words they use their good knowledge of sounds to help them to decode. They have a good understanding of the texts read. In the current Year 2 class attainments are below national expectations in reading. However, pupils are improving well because the teaching here is very good and, the school provides a good deal of additional teaching input and support for pupils in Year 2. In a lesson seen during the inspection, for example, pupils made very good progress in reading when the teacher used a 'big book' to read with the children and to prompt writing. At the start of the lesson only the higher attaining pupils were confident to read the text. However, all pupils paid very good attention to the text so that they quickly began to join in. Because the vocabulary used in the story was then used in pupils' independent writing, pupils had a number of opportunities to read and write the same words and most pupils by the end of the lesson could recognise and read the key vocabulary in their own work. Pupils throughout the school make very good progress in reading. The teaching of reading is given a very high priority throughout the school and a good deal of additional teaching and support staff time is deployed to support it. The most able readers are challenged and those with special needs are very well supported.
80. In the current Year 6 pupils' overall attainment in writing is just below the nationally expected level. Scrutiny of work however, shows pupils progressing rapidly, so that most are on course to attain at least the nationally expected level by the end of the year, with a good proportion likely to exceed it. Some pupils are already achieving at the higher level. These pupils write at length work that is accurately spelt and punctuated and use a wide range of vocabulary to create effect. When writing poems entitled "The Mist", lines such as "It spies on cottages like a burglar ready to attack", "The mist is trying to cover up the land like a dead man wrapped in his chains" and "It marks its target and races to its prey, haunts the village as slow as a moving cloud" all capture the mood very well and engage the reader's interest and curiosity. Pupils' other writing examined is well structured, accurately punctuated and very neatly presented. Lower attaining pupils write short accounts that are well structured and accurately punctuated.
81. When pupils join Year 1, most have fairly limited skills in writing and need a lot of teacher input to develop their ideas and to sequence events. In a lesson seen on instructional writing pupils learned well. The teacher spent a good deal of time demonstrating how to make a wind up toy move and in so doing skilfully introduced pupils to new vocabulary such as "wind" "key" and "turn". Pupils were then able to explain the process and with adult support began to write about it. Higher attaining pupils in Year 1 can already write short accounts fairly independently.
82. As pupils move up through the school they acquire a sound knowledge of the various literary techniques that authors use to, for example, persuade the reader, set the scene, develop the story line and the characters. In a lesson in the Year 4 class for example, pupils made good progress in character descriptions and learned how building up a picture of the characters can make their work

more interesting. The development of pupils' writing is also supported very well through opportunities that are provided for pupils to work with writers in residence and because teachers introduce pupils to a good range of well chosen texts which inspires them to write. In general all pupils need to be encouraged, from a very early age, to use the correct pencil grip when writing. As was noted during inspection, too many pupils incorrectly hold their pencils in the wrong place or hold them too tightly. This means that writing is more tiring than it needs to be. The standards of spelling are satisfactory and pupils learn well. Teachers use a good approach. They encourage all pupils, including the youngest pupils and those pupils who have special needs or learn English as an additional language, to use a wordbook and to attempt spellings for themselves first. This fosters children's independence and helps them to improve.

83. When pupils enter Year 1 they find it difficult to listen, except for very short periods of time. However, pupils make good progress and pupils develop good skills in listening as they move up through the school. By the ages of seven and eleven their listening skills are at least in line with those expected. During lessons in both Year 2 and 6 pupils listened extremely well and for long periods. Throughout the school pupils' speaking skills are a weaker aspect of their attainments. For example, although pupils in Year 2 have very good ideas for writing, sometimes they lack the precise vocabulary to describe their ideas. Similarly, a number of pupils in Year 6, when answering questions and expressing their opinions, experience difficulties. Nevertheless, pupils make good gains in speaking as they move up through the school. Pupils are given good additional opportunities to talk with adults in small groups and in informal contexts, as for example during after-school clubs, lunchtimes and break times. In such informal contexts pupils are happy and more confident to engage in speaking. In lessons teachers are also careful to ensure that those pupils who do not volunteer to answer, or to make comments, are directly questioned. Questioning also encourages pupils to extend their ideas and explanations. Teachers make good use of opportunities to develop the relevant subject vocabulary and to practise and develop pupils' skills in reading and writing through work in other subjects.
84. Teaching is good overall. Teaching in half of the class lessons observed was very good and in a further two out of three lessons was good. In addition the teaching of small groups of pupils or individuals who have special needs or are in the early stages of developing English, is always good or very good. All teachers have a very good knowledge and understanding of teaching the basic skills and of the guidance in the National Literacy Strategy. They use this well to plan lessons with clear learning objectives that are shared with pupils. A particular strength is that teachers know their pupils and their needs well. Where the teaching is particularly good teachers are very skilled and continually reinforce the weaker aspects of pupils' attainments. In many lessons there is a very brisk pace that keeps pupils interested and on task. Both the teachers and support staff keep a good overview of pupils' learning during lessons. Very importantly they provide continual support, praise and encouragement for pupils who experience difficulty and may otherwise become disheartened. This is vital for a significant minority of pupils who experience considerable difficulties. Teachers have very high expectations of their pupils and require them to think and to work hard. Texts are chosen to reflect a range of interests, including some that are specifically aimed at capturing boys' interest and others that reflect a range of cultural traditions. Teachers manage their classes extremely well with firmness but a positive and kindly approach, which fosters in the pupils good levels of co-operation. Pupils like their teachers and support staff and have very good relationships with them. Therefore they want to co-operate. Learning support staff quietly and gently support pupils during the whole class teaching input, making sure that pupils understand and stay on task.
85. The subject is very well led and managed. The school does not have one specific English co-ordinator but has a literacy team. Therefore the skills of a number of teachers are combined to very good effect. This reflects the high priority that the school has given and continues to give to the subject. There is significant expertise among the senior managers and teachers in the teaching of English, in part because of intensive staff training in recent years. Teaching has been very well supported and is regularly monitored. A generous amount of time is understandably given to teaching English in this school. The staff have made some appropriate modifications to the National Literacy Strategy. Homework is used well to support pupils' learning and the school is about to relaunch a reading programme that is aimed at improving parental involvement in pupils'

learning. The school has produced a very useful booklet that provides guidance for parents about reading with the children.

86. There are very good procedures for assessing pupils' attainment and progress as pupils move up through the school. These are also linked very well to the targets in pupils' individual education plans. Pupils' performance in the optional tests provides a useful guide when target setting. Whole school assessments of pupils' writing in different genres is regularly carried out, thoroughly analysed and used very effectively to assess any improvements to teaching and learning and to guide future curriculum priorities. The information gained from assessments is used effectively to match work to pupils' needs. The quality of marking is good.
87. English makes a positive contribution to the development of pupils' spiritual, moral, social and cultural development. Pupils have opportunities to reflect on their own and others' experiences, to consider moral and ethical issues and to read books from a wide range of cultural traditions. In lessons pupils are encouraged to work in groups independently. Developing the use of ICT to support work across the curriculum is a current whole school priority. There are some examples of pupils using ICT to support work in English, with some good examples in Year 6. Pupils throughout the school have satisfactory opportunities to read and write in other subjects.

MATHEMATICS

88. In the tests in 2001 at age seven pupils' overall standards were below the national average but above those in similar schools. At age eleven overall standards were well above the national average and that of similar schools. The school makes good provision for mathematics and pupils achieve well. By the end of Year 2 although pupils attain standards below the national average, they have made good progress on their attainment at entry to the school. Pupils currently in Year 6 are attaining standards in line with those expected for their age. With their present rate of progress it is likely they will match the high standards achieved last year, by the time they leave the school. This represents considerable improvement since the last inspection and this is due to very good improvement in the quality of teaching in Key Stage 2 and especially in Year 6 and an increased focus on developing pupils' ability to use and apply their mathematical skills and knowledge. A strong focus in the use of key mathematical vocabulary in the shared mental and oral element of each mathematics lessons has increased pupils' confidence and ability to manipulate number.
89. Differences between the performances of boys and girls, both at seven and eleven, have been noted during the last five years but there is no consistency in this data – in some years boys do better but in other years girls outperform boys. During the inspection no consistent differences in levels of attainment between girls and boys were noted. However, currently there are more boys identified with special needs.
90. Pupils with special educational needs and those for whom English is an additional language achieve very well because of the care and support they receive. Teachers actively ensure the full involvement of these children in mathematics lessons and they plan work carefully to address pupils' individual needs. The very good levels of help they receive from the learning support staff in mathematics lessons, along with the emphasis teachers place on the development of pupils' mathematical vocabulary, is a significant feature.
91. Pupils in Years 1 and 2 achieve well and around a third of pupils in Year 2 are currently working at the expected Level 2. These findings are comparable with standards of attainment found at the last inspection. Most pupils have a secure knowledge of numbers up to 100 and are beginning to make use of their knowledge of number bonds to ten to aid calculations. About half of all pupils aged seven count up in jumps of two, five and ten and can identify simple rules for a sequence of numbers. However, a significant proportion struggle when working with numbers over 20 and are not able to decide which operation to use to answer problems expressed in words. They gather and classify data using tally charts and then present their findings clearly in simple pictograms. They practise interpreting their graphs through answering questions about the data presented.

92. By the age of eleven, about 80 percent of pupils are achieving at least the expected Level 4 and a significant proportion attain at the higher Level 5. They use their knowledge of place value well to help them work out calculations in their heads. They use a range of written methods of calculation successfully and they apply their understanding of fractions and the relations between fractions, decimals and percentages well. Most pupils measure accurately, estimating before they measure. They use calculating skills to solve problems expressed in words and regular practice is making them more confident when approaching such tasks. For example many employ a strategy of identifying the necessary operation before calculating and then checking through the use of the inverse operation. Pupils analyse data statistically and interpret their findings carefully. They use and interpret a range of diagrams and charts well. The oldest pupils understand and use the probability scale of zero to one with accuracy.
93. The quality of teaching and learning is good overall, with examples of very good teaching seen; there was no unsatisfactory teaching. Teachers question pupils well to check their understanding and to develop their thinking. They present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own capabilities. Where learning is very good teachers encourage pupils to solve problems in their own way and give them opportunities to describe and explain their thinking processes to each other. Teachers use a good range of mathematical vocabulary and because of this pupils are able to explain their work using the correct terminology. For example, pupils throughout the school define a two or three-dimensional shape by the numbers of faces, corners and vertices it has. Teachers use the National Numeracy Strategy well to guide their planning. As a result standards of attainment have risen. Teachers tell pupils what they are going to learn in lessons and regularly review these objectives at the end of lessons to assess how much pupils have understood. Regular assessment that determines how teachers plan subsequent lessons is a key feature of the good teaching.
94. Pupils are expected to show evidence of their thinking in their written work, demonstrating the methods they have used to work out and to check answers to questions. This is an effective teaching strategy, which ensures that pupils understand what they are doing. The oral and mental sessions at the start of lessons are effective, with a range of methods used to develop pupils' strategies for calculation. Good use is made of such apparatus as small whiteboards to assess all pupils' understanding. In the very best lessons teachers expect fast responses to rapid questioning and this results in pupils learning quickly and showing good mental agility. The good relationships between staff and pupils make many mathematics lessons fun. Teachers are unfailingly positive with pupils, encouraging their enthusiasm. Opportunities for pupils to carry out mathematical investigations are inconsistent. In some classes pupils regularly undertake such investigations as exploring the likelihood of different totals made from rolling two dice. In other classes there is more limited evidence of investigative work.
95. Teachers manage pupils and resources efficiently and the learning support staff give good support, especially when helping distressed or anxious pupils to remain within the class environment. Teachers ensure that pupils with different levels of attainment receive challenging work that matches their needs and this promotes the learning both of the higher attaining pupils and of those who need additional practice or support.
96. Throughout the school pupils use information and communication technology to support their work in data handling, entering data and creating block graphs and pictograms. However, the use of computers to support learning in mathematics is a developing area. Pupils use mathematics effectively to help learning in other subjects. For example, children use measuring skills in design and technology projects and tabulate findings of their experiments in science.
97. Teachers use a range of strategies effectively to assess children's attainment in mathematics. The results from the non-statutory tests are used to track pupils' progress from year to year and also to guide the school's target setting. Each term assessment findings are used to aid in the setting of individual and group targets, although the form these assessments take is not yet consistent across the school. The co-ordinator is very effective in supporting and advising colleagues and has a clear view of how she wishes to develop her role further. She has identified a

need to refine the assessment procedures used with a view to setting individual targets for pupils. Resources for mathematics are appropriate and are easily accessible.

SCIENCE

98. The teacher assessments in science for pupils aged seven in 2001 were below the national average but in line with the results of similar schools. Results in the national tests for 11 year olds were very high being in the top five per cent when compared with schools nationally. This is a substantial improvement since the last inspection which occurs as a result of improved teaching throughout Key Stage 2 and particularly in Year 6. The standards seen in lessons and in the scrutiny of pupils' work shows that the attainment of both seven year olds and 11 year olds is at least at expected levels and that pupils are likely to maintain the good standards recently achieved.
99. Pupils in Years 1 and 2 make good progress in all aspects of the subject, though their opportunities to explore and experiment in science can still be further developed. All the teaching observed in these years was satisfactory. Work in pupils' books shows that the curriculum is covered in appropriate depth. Pupils in Year 1 were exploring the qualities of different kinds of paper and thinking about the most suitable use. In a Year 2 lesson, pupils watched a video about animal babies. They showed great interest in how the baby animals differed from fully-grown animals and extended their interest to thinking about how they have changed since they were babies.
100. Pupils in Years 3 to 6 are interested in science and enjoy their lessons. They record and explain their work well using the correct subject vocabulary. In one lesson observed teaching was satisfactory and in the other two it was good. Pupils in Year 4 are developing good knowledge of how their muscles work and how the skeleton supports the human body. They can classify animals according to whether they are vertebrates or invertebrates and are able to explain what this means. They understand that some creatures, such as crabs, have an external skeleton. In a practical lesson in Year 5, pupils greatly enjoyed finding out how much air is trapped in different kinds of soil. Pupils are beginning to apply their existing knowledge to new learning. They use their mathematical skills to record their findings in different ways using graphs and tables. Pupils are making good progress in science, including those pupils with special educational needs and those for whom English is an additional language. However, in a small number of lessons seen the tasks presented were the same for all pupils and, on occasion, higher attaining pupils were not given work that was sufficiently challenging.
101. Teachers plan their work well. Their explanations are usually clear and resources are used effectively. Teachers routinely discuss the learning intentions with pupils, helping them understand what they are to do. Teachers review learning well at the end of lessons. They use scientific vocabulary effectively and insist on pupils using the correct terms. They use good questioning skills to extend pupils' understanding and to check their learning. The school has recently introduced national guidance for science. This helps to ensure that all aspects of the National Curriculum programmes of study are covered appropriately. Satisfactory use is made of ICT to support work in the subject. They have also introduced a published scheme for assessment. This will be reviewed at the end of the year. The management of the subject is good. The co-ordinator has had some opportunities to monitor colleagues' planning and to observe lessons. The science curriculum is enriched by support from the Science Museum outreach team. The school is also part of the Shell Education Project. This ensures that each class has practical workshops in science. The co-ordinator has recently started an after-school science club, which is well attended and much enjoyed by pupils. There has been very good improvement to work in science since the last inspection.

ART AND DESIGN and DESIGN AND TECHNOLOGY

102. Two art and design lessons and three design and technology lessons were seen during the inspection period. Additional evidence was drawn from displays in classrooms and around the

school. In the lessons seen, and from work on display, it is clear that pupils' attainments are broadly in line with nationally expected levels at ages seven and eleven. In Year 2 for example, there are some good observational drawings of gourds, which have been carefully shaded using pastels, and some good wax relief work on the theme of Bonfire Night. In Year 6 artwork on display was prompted by a study of Aboriginal art. Pupils have created their own designs and patterns that show individuality.

103. For a significant proportion of pupils in Years 3 to 5 their attainment is below the national expectations. This difference cannot be directly attributed to the quality of the current teaching, which was good in most lessons seen throughout the school. Clearly, however, a significant proportion of pupils have some gaps in their learning and in the development of skills. For example pupils in Year 4, in a design and technology lesson, had difficulty with cutting and some pupils had no previous experience of using a needle and thread. Similarly, in a lesson in Year 3, when pupils were measuring out a net to make a box, they lacked confidence when using pencil and ruler and therefore needed much support and encouragement to carry out the task. This weakness in pupils' fine motor skills is also evident in their drawing, colouring and handwriting skills.
104. Teaching seen was good overall. Some activities were interesting and appropriate attention was given to the development of skills. However, in design and technology lessons in particular, more attention needs to be given to the plan, design, make and evaluate process. In one very good lesson seen, an art lesson in Year 2, the teacher really captured pupils' interest when discussing the colour, textures, smells and taste of Jamaican fruits she had brought in for the pupils to experience. The wonderful colours and shapes of the fruit captivated pupils' interest. This was followed up with some good demonstration of shading and opportunities for pupils to look at some previous work of older pupils. The teacher's high expectations for pupils' own work and behaviour enabled them to make very good progress in this lesson.
105. In most lessons pupils' response was at least satisfactory and pupils are interested in their work. Pupils' response in a design and technology lesson in Year 6 was very good. They worked hard to evaluate their work and discuss the problems they had experienced when making motorised models. However, throughout the school a significant proportion of pupils lack confidence in their capability and become disheartened with the results they achieve. Pupils' lack of confidence to express themselves creatively, combined with some pupils' inability to sustain their motivation when they feel they are failing, presents a challenge for both the teachers and their pupils if pupils are to improve their work.
106. Developing work in these two subjects since the last inspection has not been a priority since much work was needed to improve overall standards in the core curriculum. Because the overall curriculum time stresses the development of literacy and numeracy, it limits the time available for art and design and technology. There is now a need to develop work and pupils' attainments in both subjects. The school is following national curriculum guidelines. However in view of pupils' attainments, the school needs to develop and adapt the curriculum to meet pupils' current needs and to identify and outline the appropriate skills that need to be taught within each year subject and year group. The art coordinator also has a number of other curricular and management responsibilities and has only recently taken over responsibility for art. She has recently attended training and purchased some additional resources for the school. She is both capable and keen to improve work in art throughout the school. There is currently not a coordinator for design and technology and therefore a need to allocate to someone the task of improving work in the subject.
107. Both subjects make a sound contribution to pupils' spiritual, moral and social development and there are good examples of pupils producing work prompted by different cultural traditions. However, there is the potential to extend the subjects' contribution to pupils' personal development with further developments to the subjects. The after-school art club makes a good contribution to work in the subject and pupils here have produced some good paintings and charcoal work based on fish.

GEOGRAPHY AND HISTORY

108. At the time of the last inspection very few lessons were observed in history. From the evidence available pupils' attainment was below expected levels for both seven and 11 year olds. Pupils' attainment in geography was also judged to be below expectations at both seven and 11.
109. History and geography are taught in blocked units and so only few lessons were observed in each subject during the inspection. From the evidence available which includes a scrutiny of pupils' work, seven-year-old pupils make satisfactory progress in history. They learn about historical characters and are beginning to understand how the lives of people in the past are different from their lives today. Pupils in Year 3 showed great enjoyment in learning about Ancient Egypt. In watching a video about Egyptian death customs, they were fascinated by the process of mummification. As they watched the programme they jotted down notes so that they could ask questions later. Pupils were preparing for a visit to the Egyptian Galleries at the British Museum and they were very enthusiastic about the forthcoming visit. Pupils in Year 5 showed limited knowledge of the difference between life in Ancient Greece and life today. For example they did not show an understanding of how to locate information about the past from a range of sources. There has been some improvement in pupils' attainment in history since the last inspection but the rate of progress is slow.
110. No geography lessons were observed in Years 1 or 2. In a Year 4 lesson, pupils were beginning to understand why specific places were chosen as settlements. They are developing the skill of using maps to gain this information but as yet their progress is slow. Pupils in Year 6 have been learning about rivers and have studied the River Thames in particular. They have made a visit to the river and have learned about many of its particular features. On their visit, the class was accompanied by an archaeologist. They brought back a collection of objects from the shore and classified these with his help. This also contributed to their work in history. Pupils spoke proudly of the resulting display in their classroom. They show good understanding of the features of the river, for example, they know that they would not expect estuarine prawns to be found in London because this is not close enough to the sea for the water to be salty enough. They can also use records of the creatures found in the river to evaluate how clean it is. By the time they are 11 pupils' attainment in geography is satisfactory which is an improvement since the last inspection.
111. In the small number of lessons observed, teaching was good or very good in geography. In history teaching was good in one lesson and poor in the other. In recent years there have been several staff changes and this has had an impact on curriculum development. The school has understandably concentrated on developing the core areas of English, mathematics and science. There has been little staff training in either history or geography recently and both subjects are identified by the school as needing further development.
112. A co-ordinator for history has now been appointed. The school has recently adopted national guidance for teaching history. The school supplements this with a scheme, which celebrates "famous black achievers". The school has recently celebrated "Black History Month" and invited a range of visitors to the school to talk about their work. These included an author and a Member of Parliament, who provided very positive role models for pupils and their visits were much enjoyed. The coordinator is beginning a programme of monitoring and evaluating the school's provision for history. There is at present no coordinator for geography. This is an area which the school has identified as a priority for development in the coming year. The school has adopted national guidelines for geography and is due to evaluate these in the spring term.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. The provision for information and communication technology (ICT) is good. Standards achieved by pupils at the ages of seven and eleven are currently below those expected for their ages but pupils achieve well. Pupils in all year groups are working on age-appropriate topics and attain at expected levels within these projects. However, the ICT suite has only been opened fairly recently and it is only since then that it has become possible to teach the recommended scheme of work.

Therefore many pupils do not yet have the necessary under-pinning skills to make their attainment overall close to that expected for their ages.

114. There has been good improvement since the last inspection when the school's provision for ICT was judged to be unsatisfactory. This is due to the very good use made of the Education Action Zone grant to improve and establish the computer suite. Additionally the school makes very good use of the Zone's specialist ICT teacher to work with every class once a week, modelling teaching and supporting the development of the curriculum. Very good planning, for regular lessons in the computer suite focuses on the development of pupils' computer skills. The use of these skills to support learning in other subjects is beginning more slowly, but where they are used, computers are used well. The school has adopted the nationally recommended scheme of work and this now ensures that each pupil builds progressively upon the knowledge and skills they already have.
115. The quality of teaching is good so that pupils develop a secure skills base. They are given plenty of experience upon which to build confidence and more sophisticated use of the technology. Teachers have satisfactory knowledge, plan a suitable range of activities for pupils and have high expectations of pupils' independence with the equipment. As a result, nearly all pupils in the school can use the Windows operating system to 'log on' and access the required program. Many can load a specific file from the hard drive and at the end of a lesson save their work and exit the program.
116. Pupils across the school develop and practise word processing skills to a satisfactory level. The youngest pupils can enter text and the older pupils progress to changing the print style, size and colour. Some older pupils are confident when rearranging and amending text through highlighting and 'drag and dropping' parts of their work. The oldest pupils are beginning to develop more sophisticated methods for editing, organising text and pictures on screen to create eye-catching reports or designs. A good example of this is in Year 6's advertising leaflets about their school where combinations of strong text styles and simple clipart portray forceful messages.
117. Currently some year groups are using a graphics program to experiment with reflecting designs and others are using data-handling programs to sort and interrogate their data. Pupils are working at expected levels within these aspects but many do not have the breadth of experience of computer skills because teaching until recently has been hampered by the lack of equipment.
118. Where direct teaching of ICT was observed it was judged to be at least good, with some examples of very good teaching. The best teaching is characterised by staff allowing pupils to operate the equipment independently, making their own mistakes and, with guidance, finding their own solutions. Teachers' own enthusiasm and use of the technology has grown and the extended training planned for staff to begin in the summer term will enhance this further, developing and extending staff expertise effectively. Teachers do not yet make the most of opportunities to use ICT to support learning in other subjects. There are some good examples of pupils' use of ICT within other subjects, such as Year 6's school leaflets designed as part of a focus on persuasive writing in English and Year 1's use of a data-handling program as part of their mathematics focus on graphs. However, these are limited at present. The school is aware of this and plans to extend the use of the newly refurbished computer suite once staff are familiar and confident with the equipment.
119. Pupils make good use of the Internet and use the school's CD-ROM programs to research information, for example during Black History Week older pupils undertook research about successful black men and women. Teachers guide pupils' use of the Internet carefully and before they begin, discuss 'Internet rules' including pupils' own responsibilities to evaluate the quality and suitability of websites. The school has taken precautions to ensure that pupils do not gain access to undesirable materials and reinforce this through supervising all pupils who are working on the Internet.
120. Pupils with special educational needs and those for whom English is an additional language are supported well and the help they receive from classmates as well as that from the support staff ensures that these pupils achieve well. The co-ordinator, who is new to the post, is currently

making very good use of the expertise available from the ICT teacher funded by the Education Action Zone grant. Together they provide knowledgeable support for colleagues through modelling effective use of the computer suite and giving good guidance when teachers use the equipment with pupils without support. Assessment procedures are satisfactory and are being refined to make them easier for class teachers to manage and maintain.

MUSIC

121. At the time of the previous inspection report, standards in music were judged to be below average for both seven and 11 year olds. Current inspection findings are that this is still the case and represents unsatisfactory improvement. The school does not have a co-ordinator for music and teachers lack confidence and subject knowledge. There is no policy or scheme of work and the time allocated to the subject is not sufficient for the programmes of study to be covered appropriately. Music lessons are taken by a visiting teacher once every fortnight. Little other music teaching takes place outside of this arrangement. The visiting teacher has appropriate qualifications in music but does not have a recognised teaching qualification. She provides her own scheme of work but this is not focused on the National Curriculum programmes of study. This means that pupils are not given appropriate opportunities to develop their musical skills, knowledge and understanding.
122. Pupils throughout the school enjoy singing. However teachers lack the knowledge and skills to develop pupils' singing further. Pupils are not being helped to improve their sense of pitch, or to develop their phrasing and diction. In the lessons observed pupils were largely passive. Pupils in Year 1 respond to the teacher's hand signals to move faster, or more slowly when running on the spot. They also understand getting louder or softer. Pupils in Year 3 could name crochets, minims, quavers and semibreves and could draw the correct symbols when asked. However, they found difficulty in clapping rhythmic patterns accurately. The teacher focuses inappropriately on music theory rather than developing pupils' aural and rhythmic skills. Teaching was therefore unsatisfactory in the lessons observed.
123. There is currently no music co-ordinator to guide and develop work in the subject. The subject has not been a priority for development in recent years. However action now needs to be taken to improve the provision and resources so as to enable pupils to improve their standards of work and achieve their full potential. Resources for music are poor. The school has a very small range of instruments and these are in poor condition. This means that the curriculum cannot be taught effectively. The school does, however, have a computer program for music, which is used well. Pupils in Year 3 used this competently to identify beginnings, middles and ends of musical phrases and then used these to construct musical phrases of their own. This linked well to their history topic on Ancient Egypt. The after school music and recorder clubs and pupils' involvement in community activities make a positive contribution to the subject.

PHYSICAL EDUCATION

124. Teaching was seen in three lessons during the inspection. In these lessons the overall quality of teaching was good and pupils attained standards that are in line with national expectations. All pupils including those with special educational needs, made at least satisfactory and most often good progress in lessons. By the time pupils leave the school the majority have also learned to swim at least 25 metres.
125. In a good lesson in Year 5, pupils made good progress in their understanding of the rules of cricket and in their skills in batting and bowling. Teachers made good use of pupils' performance to share good practice and move pupils' learning on at a brisk pace. Pupils were respectful and appreciative of other pupils' efforts. In a lesson in Year 6 very good use was made of the skills of a professional coach to teach football skills so that boys and girls made very good progress. The lesson was well planned and the teacher kept abreast of what pupils were doing and supported well those who initially found things difficult. Pupils were very well behaved, highly motivated and worked hard.

126. The time currently given to PE is below that usually found. The pupils would benefit from additional opportunities to take part in physical activities and the school is aware of this. Teachers' timetables indicate that, in general pupils have one hour-long lesson per week. Pupils would benefit from having two half-hour lessons to provide more regular exercise. Some younger pupils in particular find PE lessons difficult. For example, in a lesson in Year 1, some pupils had difficulty in coping with the informal setting and structure and two pupils have great difficulty in coping with large spaces. These pupils are well supported by additional support staff during their physical education lessons. However, more frequent and shorter lessons would probably have a greater impact in helping them overcome their difficulties.
127. In all of the lessons observed, teachers used assessment well to highlight good practice and identify points for development. Teachers set a good example to pupils by changing into appropriate clothing and participating in lessons. Pupils were well managed in lessons which is essential because a proportion of pupils in every class have behaviour difficulties and find less structured situations very difficult to cope with.
128. Current arrangements enable broad, but not in-depth coverage of the National Curriculum requirements. Opportunities for assessing pupils' attainments are linked to the lesson's learning objectives. Extra-curricular activities including football, cricket, athletics and fishing take place which enhances the provision. A netball club is planned to start soon. The school has recently begun to make links with other schools and to participate in local sporting events. Resources have recently been greatly improved as a result of sponsorship gained from a sports company and are now good. The coordinator is fairly new to the post and she is highly enthusiastic. She has a very clear idea of what needs to be done to develop work in the subject and to raise standards.

RELIGIOUS EDUCATION

129. As at the last inspection pupils in both key stages attain standards in line with the expectations of the locally agreed syllabus and achieve well. They are given many opportunities to learn about world faiths and the rituals, ceremonies and beliefs associated with them. Their ability to reflect upon their own experiences and those of others is less well-developed and many pupils do not find this skill easy.
130. There is no significant difference in attainment and progress between boys and girls and between pupils of different cultural backgrounds. Children with special educational needs and English as an additional language also receive good support and make good progress.
131. Younger pupils identify ways in which they are special and think about the things that make a good friend. They consider special books, clothes for special occasions and special places. They write for example "My special place is my bed because it's cosy."
132. They compare festivals of Harvest and of Lights in different faiths and consider the purpose of rules in different settings.
133. Pupils in Years 3 to 6 consider the customs and beliefs of a range of world faiths such as Judaism, Islam, Hinduism and Christianity and reflect carefully on the similarities and differences in the ways festivals and rites of passage are celebrated. They consider the roles and qualities of religious leaders in different faiths, such as a Rabbi and an Imam and leaders of the past such as Christ and Buddha. The oldest pupils study Buddhism in some depth. They reflect upon the feelings of Siddhartha as he left his family and home to become a monk; "Now I have grown up ... you can no longer protect me from poverty and distress in the world "and consider their own response to similar images in the world.
134. Lessons, teachers' plans, the work displayed and pupils' books show that teachers provide a balanced religious education programme based on sound subject knowledge. A scheme of work based on the locally agreed syllabus is in place and lessons are planned effectively to take account of the pupils' knowledge and experiences. Teachers are beginning to plan a good balance between giving children factual knowledge, such as details of foods permissible in a range of

faiths, to seeking to develop their understanding and response to such concepts as loyalty or kindness. As a consequence pupils are knowledgeable about other world faiths and some can consider how faith is demonstrated in different ways in people's lives.

135. The teaching of religious education is sound overall with some examples of good and very good teaching observed. Where teaching is good, teachers give pupils opportunities to reflect upon their own experiences and responses to the issues under discussion. Pupils are then keen to share their ideas and offer sometimes quite profound responses. For example, during the inspection whilst learning about Guru Nanak, pupils considered what 'equality' meant to them. Ideas offered were both profound and personal. For example "You should be treated with equal respect whether you are a boy or a girl" and "You should be appreciated equally - it doesn't matter what size you are."
136. Teachers use a variety of interesting methods to enthuse the pupils. Visits to places of worship such as the parish church, the Greek Orthodox church and the Buddhist Peace Pagoda enhance their understanding of the differences in rituals in different faiths. For example, pupils in Year 3 considered how the features of the Greek Orthodox church helped people to worship; "...helps people to worship because if they don't like to pray they can just have a nice thought."
137. The good quality of relationships in the school contributes very well to this subject in that pupils listen carefully to each other and are able to share their quite personal thoughts and ideas without being afraid of being laughed at by their peers. Pupils enjoy the range of approaches their teachers use, for example, instruction, open discussion and visits and visitors. Pupils take pride in presenting their work well. They are encouraged to make connections between the different subjects they learn, for example, young pupils make comparisons between Florence Nightingale and Mary Seacole and how the work of each was influenced by their situations.
138. Some, but not all teachers make effective links with literacy, practising the skills taught in the Literacy Hour through reading stories and encouraging pupils to write independently. However, this is not consistent.
139. Subject co-ordination is good. The coordinator has ensured that her planning corresponds to the locally agreed syllabus. She has carried out some monitoring of pupils' work and of colleagues' planning. The teachers make good use of local resources, particularly places of worship and their use of the expertise of religious leaders in the community or of members of other cultures is developing well.