

## INSPECTION REPORT

### **SELLINCOURT PRIMARY SCHOOL**

Tooting

LEA area: Wandsworth

Unique reference number: 101019

Headteacher: Mr R Daley

Reporting inspector: Kathryn Taylor  
22424

Dates of inspection: 4<sup>th</sup> - 8<sup>th</sup> March 2002

Inspection number: 244645

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 with nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Sellincourt Road Tooting London
Postcode:	SW17 9SA
Telephone number:	(0208) 672 6796
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Callaghan
Date of previous inspection:	13 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22424	Kathryn Taylor	Registered inspector	Art and design	Standards How well are pupils taught? How well is the school led and managed? Assessment
19798	Jane O'Keefe	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Pupils' attitudes and values Staffing, accommodation and resources
27426	Terry Aldridge	Team inspector	Mathematics Information and communication technology Design and technology	The provision for pupils' spiritual, moral, social and cultural development
16773	Raminder Arora	Team inspector	Science Physical education Music	How good are curricular and other opportunities offered to pupils?
11642	Carol Parkinson	Team inspector	The provision for pupils with special educational needs The work of the hearing impaired unit	Equal opportunities
24216	Maureen Roberts	Team inspector	History Geography The provision in the Foundation Stage of learning	
3574	Kanwaljit Singh	Team inspector	English Provision for and standards achieved by pupils with English as an additional language Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Sellincourt School is a two-form entry primary school for boys and girls aged between three and eleven. The school is larger than other primary schools and pupil numbers have risen since the last inspection. There are currently 444 pupils on roll. This includes the equivalent of 37 full-time places for children in the Nursery. The Nursery offers part-time places at either morning or afternoon sessions or, some full-time places for up to 20 children, according to specific Local Authority criteria. Children join the Nursery in the September or October following their third birthday. Not all children have previously attended the school's Nursery when they start full-time education and join the Reception classes in the September following their fourth birthday. When children join the Nursery their overall attainment levels are below those usually found. Pupils are currently arranged into 14 classes from Reception to Year 6. One hundred and sixty nine pupils speak English as an additional language. Tamil, Urdu, Gujerati and Punjabi are the main first languages spoken, although a number of other languages are also spoken. The proportion of pupils that learn English as an additional language is very high and, 54 pupils are at the early stages of English acquisition and currently receive specific additional support. One out of every five pupils at the school is identified as having special educational needs, a proportion that is below the national average, although the majority of these pupils are on the higher stages of the Code of Practice. The proportion of pupils with a statement of Special Educational Needs is higher than the national average and includes fifteen pupils with hearing impairment. Twenty-eight per cent of all pupils are known to be entitled to free school meals, a proportion that is above the national average. The school's intake is very culturally diverse. Socio-economic circumstances of pupils attending the school are also very mixed and are below average overall. A fairly high number of pupils join this school at points other than the usual starting time, sometimes without previously having attended a school in this country.

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

Sellincourt is a good school. It is very inclusive and provides well for all the pupils, including those from ethnic minority backgrounds, pupils who learn English as an additional language and those with special educational needs. All pupils are welcomed and are highly valued. The school has a strong commitment to equality of opportunity. The teaching is good which combined with the school's very positive ethos and the pupils' very good attitudes and behaviour supports all pupils to achieve well. Standards achieved in English and mathematics by age eleven continue to compare well with those in schools nationally and in similar schools. The school provides good value for money.

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

- The school is well led and managed.
- By age eleven pupils achieve good standards in English and mathematics and science, especially when results are compared to those of similar schools.
- Throughout the school standards in singing and in art are good.
- The teaching is good and therefore pupils of all abilities and backgrounds achieve well during their time at this school.
- The provision for pupils who learn English as an additional language and those with special educational needs is very good.
- The work of the unit for pupils with hearing impairment is very effective.
- The provision for pupils' spiritual, moral, social and cultural development is very good. This supports pupils in developing very good relationships and very good attitudes to school.

### What could be improved

- Standards in information and communication technology by age eleven.
- Some aspects of the curriculum need further development; namely that for the foundation subjects which can be strengthened and the amount of time given to these subjects extended and the use of the outdoors to support learning in the Reception classes.
- Systems for seeking the views of the parents and pupils can be improved further.
- The subject co-ordinators' role in monitoring standards and the teaching and learning.

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

*The "Foundation Stage" refers to the children in the Nursery and Reception classes.  
Foundation subjects refers to all subjects other than English, mathematics and science.*

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

The school has made satisfactory progress since its last inspection in October 1997 and has a sound capacity to continue to make improvements. Weaknesses in the standards in history, geography and music have been addressed through improvements to the curriculum. Arrangements for staff training are now better linked to school development priorities. The distinct roles of the headteacher and governors have been clarified so that they now work together more effectively. Issues that related to improving the hazardous condition of the playground have been addressed. There is now better provision for information and communication technology, although there is still some work to be done to raise pupils' standards by age eleven. Communication within the school has improved.

### 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	C	C	B	A
mathematics	B	B	B	A
science	B	A	C	B

**Key**

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 pupils who are entitled to free school meals.*

The table above shows that in the tests in 2001 at age eleven pupils achieved overall standards in English and mathematics that were above those found nationally and well above those in similar schools. Pupils' results in science were in line with those found in schools nationally and above those in similar schools. Pupils' results in the tests at age seven were not as high as those at age eleven, although the standards achieved in mathematics and reading compare well with those in similar schools. Overall standards in writing are a weaker element of pupils' attainment. Pupils' nevertheless achieve well.

Children in the Nursery and Reception make satisfactory progress so that by the time they join Year 1, although overall standards in English are slightly below those usually found, most children's attainments in all other aspects of the curriculum are in line with those expected. As pupils move up through the



school they make good progress and achieve well. In information and communication technology better provision is helping to raise standards, which are now in line with those expected by age seven, but are currently below the nationally expected level by age eleven. In most other subjects standards of the work seen are in line with those expected at age seven and eleven, except in art and singing where standards are above those expected. Standards in design and technology by age eleven have fallen since the last inspection when they were above national expectations; they are now in line with those expected nationally. Pupils with special educational needs, including those pupils with a statement of Special Educational Need, make good progress towards the targets set for them. Children who learn English as an additional language make good progress in acquiring English. 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	Very good. Pupils have very good attitudes to learning and want to do well. They enjoy school and are fully involved. Pupils try very hard even when they find things difficult.
Behaviour, in and out of classrooms	Very good. Behaviour in lessons is very good. Pupils show good levels of interest and concentration and are eager to learn. Their behaviour in the playground and around the school is also very good. Pupils are confident, polite and friendly and show good levels of independence. A minority of pupils with specific behavioural needs are supported very well to improve their behaviour.
Personal development and relationships	Very good. There is a strong sense of respect, tolerance and understanding amongst boys and girls from diverse cultures and with diverse needs. The very positive relationships contribute to an effective and friendly learning environment. The staff provide very good role models for pupils.
Attendance	Below the national average. Based on last year's figures, the level of unauthorised absence is higher than that in other schools, largely due to parents taking their children on holiday during school time. Most pupils arrive on time, enabling a prompt start to lessons.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory overall with good features	Good	Good

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

The good quality of teaching found at the time of the last inspection has been maintained. Teaching was very good in one lesson in every four seen. The teaching of English is very good and in mathematics is good. The basic skills are taught well. This helps all pupils to achieve well. Some good and very good teaching was seen in all subjects and in all classes. Teachers have high expectations of their pupils and most teachers manage pupils well. The staff have very good relationships with their pupils. The support staff work very closely with teachers and make a valuable contribution to pupils' learning. Teaching was unsatisfactory in a small number of lessons, usually due to weak organisation and pupil management. The teaching of pupils with special needs is good. The teaching of and support for pupils with hearing impairment is very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets the statutory requirement to teach all subjects and good attention is given to teaching English and mathematics. Teachers make good and effective links between subjects. Aspects of the curriculum for the foundation subjects still need further development. The use of outdoors for learning across the curriculum needs to be extended in the Reception classes. The school provides a good range and number of extra-curricular activities, which includes visits and visitors to the school.
Provision for pupils with special educational needs	Very Good. Pupils' needs are identified promptly. They are supported very effectively and their progress is regularly monitored. The school provides very well for a number of pupils who have hearing impairment. 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. All of the staff have a good understanding of the needs of bilingual pupils. There is also very good liaison between the specialist staff and the class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very 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 supports pupils' cultural and spiritual development very well.
How well the school cares for its pupils	Good. Pupils are well supported and are made to feel welcome in the school. Staff know the pupils very well and make significant efforts to ensure that they have access to all aspects of school life. The school provides a safe, happy and caring environment. There are good systems for assessing pupils' academic progress, particularly those in English and mathematics and those for pupils with special needs.

Although safety and welfare arrangements in school are good, there are some outstanding repairs that are of concern. Most parents have 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 has a clear educational direction. He and the deputy headteacher work effectively and in close partnership. The senior managers and co-ordinators also make a good contribution. The co-ordinators' role in monitoring teaching and learning, however, needs to be more regular and systematic.
How well the governors fulfil their responsibilities	Satisfactory. The governors fulfil most of their statutory responsibilities. All of the governors are supportive of the school and are now better informed about the school and the impact of its work.
The school's evaluation of its performance	Satisfactory. The school has good systems for evaluating pupils' attainments and progress and for making comparisons with similar schools. Parents and pupils could be more involved in the school's systems for self-evaluation.
The strategic use of resources	Good. Financial and human resources are clearly directed towards supporting pupils and raising standards. The school takes appropriate steps to ensure that it obtains best value in its spending.

The staff collectively have a good range of skills and expertise and are drawn from a range ethnic backgrounds that reflect well the pupil intake. The accommodation and resources are satisfactory overall for the delivery of the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils' standards and progress.</li> <li>• The way in which good behaviour is promoted.</li> <li>• The way in which school helps pupils to become mature and responsible.</li> <li>• That their children enjoy school.</li> <li>• The quality of teaching.</li> <li>• The way the school is led and managed.</li> <li>• The staff hav high expectations of their children.</li> <li>• The staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The consistency and level of homework.</li> <li>• Communications which although improved, they feel could be better, especially those with working parents.</li> <li>• The range of activities outside lessons.</li> <li>• Information about pupils' progress.</li> <li>• The fact that in one class there have been a number of different teachers throughout the year.</li> </ul>

The inspection evidence supports parents' positive views. Inspectors judged that the range of activities outside lessons, which includes visits and visitors to the school, is good. The information about pupils' progress and the level and appropriateness of homework was judged satisfactory. Inspectors judged that although communications had improved since the last inspection and parents are made welcome and the staff are accessible, that the school can still do more to ascertain parents' views and to find out precisely and specifically what some parents would like to see improved. Furthermore some of the information for parents needs to be more detailed. Inspectors understood the concerns of parents whose children have experienced a number of temporary teachers, due to the prolonged absence of their class teacher. The school has experienced many difficulties with teacher recruitment during the past two years which they are working to overcome.



## **PART B: COMMENTARY**

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

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

1. When children enter the Nursery some children's attainment levels are below those usually found, especially the children's skills in English. This is because a good proportion of children attending the school learn English as an additional language and because some of the children have additional needs in relation to their learning, social development or health. Despite the sound progress that children make in the Nursery and Reception classes, overall standards in communication, language and literacy remain slightly below average by the time children join Year 1. However, most children have achieved the recommended Early Learning Goals in their personal and social development, in their physical and creative development, their mathematical development and in many aspects of their knowledge and understanding of the world. Not all children who join the Reception classes have previously attended the school's Nursery. Additionally there is quite a bit of movement of pupils into and out of the school at times other than the usual starting times, especially higher up the school in Years 3 to 6.
2. In the National Curriculum tests at age seven in 2001, overall standards in mathematics were in line with the national average; in reading standards were below the national average and in writing were well below the national average. Results compared better with those in similar schools nationally; standards were above average in reading and mathematics but below average in writing. In science on the basis of teacher assessments the percentage of pupils attaining at least the expected Level 2 was well below the national average. At this stage standards in reading and writing are depressed by the number of pupils at the early stages of English acquisition. A proportion of pupils similar to the national picture achieved the higher Level 3 in the tests in reading, writing, mathematics and science.
3. At age eleven in 2001 overall standards attained in the English and mathematics tests were above those found nationally and in science were in line with national results. Results compared well with those in similar schools; in English and mathematics overall standards were well above those in similar schools, while those in science were above them. What contributed to good test results at age eleven is that all pupils attained at least Level 3 in all of the tests and that a good proportion of pupils attained the higher than average Level 5.
4. Overall standards in the tests at age seven and eleven have been maintained since the time of the last inspection, although those in English at age eleven have improved well. Test results at age seven have been subject to greater fluctuations from one year to the next. Pupils in Year 6 are on course to achieve at least the school's targets for the proportion of pupils to achieve at least Level 4 in the test in 2002. Although the staff anticipates that a small minority of pupils may not achieve at least Level 3, they also anticipate a slight increase in the number achieving Level 5.
5. The school effectively monitors the attainment and progress of all pupils, including that of different groups of pupils such as boys and girls and pupils from different ethnic minority backgrounds, to ensure that all pupils are making appropriate progress. Inspection evidence did not highlight differences in progress made based solely on gender or ethnicity. However, the school's previous analysis of results has shown that pupils from Black African and Pakistani heritage had attained lower results in the tests than their peers. The school has therefore been proactive and introduced strategies such as additional 'booster classes' to target specific pupils and has allocated support through the Ethnic Minority Achievement Grant to address this issue.
6. Current levels of attainment in English, mathematics and science arising from the inspection are similar to those found in the tests in 2001. By age eleven the majority of pupils achieve at least average results and a good proportion are attaining at the higher Level 5. At age seven overall standards in writing are, however, below average because at this stage some pupils with additional

needs still rely heavily on adult support for writing. Improving pupils' writing is currently a whole school priority and pupils throughout the school need to have more opportunities to write at length.

7. All pupils, irrespective of their prior attainment, achieve well during their time at this school especially in English, mathematics and science. A number of factors contribute to this; good teaching, pupils' very good attitudes to learning and the impact of the school's very positive ethos that values all pupils, promotes their self-confidence and encourages them to work hard.
8. In information and communication technology (ICT), standards at age seven meet national expectations. Standards by age eleven, although improved since the last inspection, are still below national expectations in some aspects of the subject. This is because there is still some catching up to be done. The school has had significant and ongoing difficulties with the computers in its new ICT suite and it does not currently appropriate equipment to teach the control and modelling aspects of ICT, a weakness that is soon to be addressed. Throughout the school standards in art and in singing are good. In all of the other foundation subjects, children achieve standards that are in line with those expected by age seven and eleven. Standards in history, geography and music have improved well since the time of the last inspection when standards fell below nationally expected levels. The school has given appropriate attention to improving the provision and standards in these subjects while maintaining standards in the core subjects.
9. Pupils with special educational needs, including those pupils with a statement of Special Educational Need, achieve standards that vary quite considerably, depending on the individual pupil's particular difficulties. All pupils however, make good progress against the specific targets set for them and some pupils achieve standards similar to their peers. The very good provision for pupils with English as an additional language also supports pupils throughout the school to make good progress. Teachers make a clear distinction between special educational needs and English as an additional language and good assessment and prompt intervention in both areas enable pupils' needs to be appropriately identified.

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

10. Pupils' enthusiasm for school, attitudes to their work and their very good behaviour are strengths of the school. This was apparent in almost every lesson observed and is an aspect that has been strengthened since the last inspection when attitudes and behaviour were judged as good. This is in keeping with the views of the vast majority of parents who responded to the questionnaire. Pupils' positive attitudes contribute significantly to the warm and friendly ethos that is evident in school.
11. In the Foundation Stage the children are very enthusiastic about their learning and try hard to succeed. They show good and often very good levels of independence. They behave well and have a clear understanding of the difference between right and wrong. Pupils throughout the school clearly enjoy coming to this school and consistently try their very best. They listen attentively to teachers and many hands go up when a question is asked. They settle quickly to their work and collaborate well on tasks. From an early age pupils learn, understand and follow school routines well. They behave very well in lessons and around the school. A minority of pupils with specific behavioural needs are supported very well to improve their behaviour. During the inspection no incidents of inappropriate behaviour or disrespect for others was evident. At lunchtimes pupils sit sensibly with their friends and the atmosphere is calm, friendly and relaxed. Pupils are courteous and friendly. They speak confidently to visitors about their work and everyday activities and show that they are keen to do well. Pupils throughout the school show good levels of maturity, even the children in the Nursery who independently choose activities and help each other to learn. Those who are given responsibilities around the school take these very seriously, wearing their sashes and badges with pride. Pupils treat staff and each other with kindness and respect. There have been six exclusions from school during the current year, all of which relate to one pupil. There have been very few instances of exclusions in the past.
12. Relationships are very good and contribute to an effective learning environment for pupils' drawn from very diverse cultural and social backgrounds. Pupils both understand and respect each

other's values and beliefs. They develop friendships with pupils from diverse social and cultural backgrounds and all pupils are very supportive of their classmates, both in lessons and in the playground. In the weekly awards assemblies pupils take great pride and satisfaction in each other's successes. Pupils with special educational needs, including those with hearing impairment have very good attitudes to school. They are well motivated and responsive. They support each other well and show good levels of independence. They are confident enough to say when they do not understand.

13. Despite the school's best efforts, attendance levels are below the national average. This is because of unauthorised absences and is mainly due to pupils being withdrawn from school in term time for family holidays. Most pupils arrive punctually in the mornings. Registers are taken efficiently at the beginning of each session and all lessons start promptly.

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

14. The overall quality of teaching and learning is good. This is a similar picture to the findings of the last inspection. The proportion of very good teaching however has improved significantly. Teaching was at least satisfactory in 19 out of every 20 lessons seen. It was good in just over one in every three lessons and very good in one lesson in every four. Some good or very good teaching was seen in most classes and across all subjects. The basic skills in literacy and numeracy are taught well. The very good teaching of English is a significant strength, which is particularly important given that the school serves a linguistically diverse population and has a fairly high number of pupils with speech and language difficulties.
15. The teaching seen in the Nursery and Reception classes (Foundation Stage of Learning), was satisfactory overall and in two lessons in every five, the teaching was good. All staff in the Foundation Stage give good attention to promoting children's personal and social development. This enables the children to develop good levels of independence and very good relationships. The teaching of physical development is good. Communication, language and literacy and mathematical development are taught satisfactorily and there are some good elements of this teaching in both Nursery and Reception. If the good practice were to be highlighted and shared, it would strengthen the teaching across the Foundation Stage. The children's knowledge and understanding of the world is promoted satisfactorily. Children have good opportunities to explore their immediate environment, for example, planting flowers and making a boat and learning about religious and other celebrations. Children in Reception classes however do not have enough opportunities to learn from outdoor activities. Children in both Nursery and Reception follow the same topic themes. This needs to be planned more carefully to avoid repetition and to ensure that learning in Reception is consistently more challenging than that in the Nursery.
16. In Years 1 and 2, the teaching was satisfactory or better in all but one lesson seen and was good or better in three lessons in every five. A similar picture was seen in Years 3 to 6 although there was a slightly higher proportion of good and better teaching and a slightly higher proportion of unsatisfactory teaching. Teaching was unsatisfactory in three lessons in Years 3 to 6. Throughout Years 1 to 6 the basic skills in English are taught particularly well and there is a very high proportion of good and very good teaching. This reflects the high priority that is given to providing in-service training for staff as well as the school's emphasis on supporting pupils in acquiring English. Teachers have a very good understanding of the needs of pupils with special needs and those of bilingual learners. They consistently employ good strategies to ensure that all pupils can access the curriculum. This, combined with the additional support for pupils learning English as an additional language and those with special educational needs, enables all pupils to achieve very well in English. A focus on the development of subject-appropriate vocabulary is also evident in lessons in most other subjects; key vocabulary is shared with pupils, explained to them and frequently reinforced throughout the lesson.
17. The teaching of mathematics is good. Teachers have a good understanding of the subject and teach the basic skills well. Lessons are well planned and teachers often use questioning well to check pupils' understanding during lessons and move pupils' learning on. There were, however missed opportunities in some lessons to explore pupils' thinking and the methods that they use.

Teachers make good use of opportunities to link work in literacy and numeracy with that in other subjects. For example, the teaching of literacy skills are often combined with pupils' learning in science, history, geography and religious education and numeracy skills are developed through science and design and technology. Science teaching is satisfactory overall although there are wide variations in this teaching, which ranges from unsatisfactory to very good. Improved monitoring in the subject and sharing of good practice would strengthen the overall quality of science teaching.

18. Teachers have good knowledge of most subjects they teach. Strengths in many of the lessons seen include teachers' high expectations of pupils. Pupils are in most instances very well managed, which is largely achieved as a result of the very positive relationships between pupils and staff. In lessons in a number of subjects, teachers question pupils well to check their understanding throughout the lesson and they present ideas to pupils in a variety of ways. This helps to interest pupils, accommodate pupils' different learning styles and move their learning on at a good pace. Teachers work hard to make learning relevant and to make appropriate links between subjects. This is often very effective. Teachers often make good assessments of pupils' learning on a day-to-day basis through good questioning and careful marking of pupils' work. The good use of such information when planning further work, is evident in the way that work is often well matched to the pupils' abilities and the way in which pupils are grouped and supported. Homework is used appropriately to support pupils' learning. An aspect of some of the satisfactory teaching that could be improved is linked to the quality of some of the planning, which is fairly brief and on occasions does not make clear how tasks are matched to the attainment levels of all groups of pupils. In lessons where teaching is unsatisfactory this is usually because of weak planning and organisation, or weaknesses in managing pupils. Occasionally it is because the teacher does not respond to pupils' immediate needs, but simply follows the lesson plan without engaging sufficiently with pupils. In one lesson judged unsatisfactory, the teaching had a number of good elements, but insufficient attention was given to teaching pupils about safety procedures in the tasks being undertaken.
19. Some very good teaching was seen in English, music, history, geography, science, physical education and religious education. What often contributes to the quality of this teaching is the teachers' very good knowledge of the subject, as seen for example in a music lesson, a geography lesson and in a number of PE lessons. Another aspect of the very good teaching is teachers' very good choice of activities that highly motivate and interest pupils. This was seen for example in a history lesson in Year 2 when the teacher taught pupils about the life of Mary Seacole by emptying a "suitcase" containing all of her belongings and inviting pupils to talk about each item. This captivated all pupils' interest and imagination. Similarly in a lesson in religious education in Year 1 drama was used well to help pupils understand and bring alive the Hindu Festival of 'Holi'.
20. Pupils with special educational needs and with English as an additional language are taught well. All teachers are well aware of pupils' needs and levels of attainment so that suitable work is planned and appropriate support given during lessons. Additional help is given by a number of support assistants and this gives pupils extra time to receive greater explanation and confirmation of their work. As a result, pupils become more involved in learning and more included in the work of their classes and groups. Teachers and support staff use pupils' individual education plans well and support assistants are effectively deployed. This helps pupils of widely varying abilities to make good progress.
21. The teaching of pupils with hearing impairment is very good. The staff are very skilled and teaching is well planned and challenging. Teachers use questioning, repetition and recall very effectively to help pupils to connect ideas, think independently and listen to others. The effective liaison with class teachers helps to ensure that lessons progress well and work is matched to pupils' age and prior attainments. Teachers of the deaf manage hearing aids and other equipment highly effectively and give pupils opportunities to learn how to take responsibility for maintaining their own hearing aids.



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

22. At the time of the last inspection, the school's curriculum was satisfactory overall. Those areas of weaknesses that were identified in music, ICT and aspects of history and geography, have been given appropriate attention and the overall curriculum is now good. The school has worked hard to maintain a broad and balanced curriculum while emphasising the development of pupils' skills in literacy and numeracy. The school makes good use of its links with the community and partner institutions to extend what the school offers its pupils.
23. The curriculum for children in the Foundation Stage of learning is planned in accordance with that recommended and successfully incorporates all six areas of learning. However, opportunities to learn from outdoor activities in the Reception classes need to be extended. The curriculum in Years 1 to 6 is broad, meets National Curriculum requirements and the statutory requirements to provide sex education and teach pupils about drug misuse. The school has developed a good programme for pupils' personal, health and social education (PHSE), which encourages pupils to independently make personal choices and informed decisions. Religious education is provided in line with the local authority's agreed syllabus. There is now better provision and a carefully planned programme of work for information and communication technology (ICT). However, due to considerable technical problems, there have been difficulties in fully implementing this.
24. The curriculum is broad and relevant. However, the organisation of the available teaching time could provide a better balance across all of the subjects. Some of the foundation subjects, particularly history and geography, art and design and technology, do not have enough time allocated to them, while the length of literacy and numeracy sessions is slightly too long and is in excess of that recommended. It is possible to extend the time given to the foundation subjects by reviewing the organisation of timetables and the timings of lessons, assemblies and break times. Most subjects have schemes of work and guidance to support teachers and provide continuity in pupils' learning as they move up through the school, although some are in need of further review and updating.
25. The school has adopted and successfully implemented both the National Literacy and Numeracy Strategies. Appropriate adaptations have also been made, although the school needs now to consider further adaptations to its English provision to provide more time for extended writing within the current time allocation for English. Teachers make good use of relevant links that exist between all subjects when they plan their class work each term and this is effective in making pupils' learning meaningful and using the time available effectively. The curriculum provides very good equality of access and opportunity for all pupils to learn and make progress. On those occasions when pupils are withdrawn from class to accommodate individual or group teaching, this is in most instances entirely appropriate to pupils' particular needs and is well planned.
26. The provision for pupils with special educational needs is good and provides pupils with very good access to the curriculum. The school uses the expertise in the senior management team well and allocates money and time very effectively to enable pupils to make good progress across all subjects. The school's effective assessment techniques combined with thorough work from teachers and support from the special needs coordinator, (SENCo), means that pupils' individual education plans are good. These provide pupils with clear targets and help them to focus on their learning and to develop strategies to enable them to play a full part in school life. The SENCo regularly spends time in classes so that she is fully aware of the needs of pupils. This strategy is very effective and gives the opportunity for discussion with pupils and adults about any difficulties arising, as well as seeing where extra adult support would be valuable. Pupils with special needs have the same access as others to out of school activities.
27. The provision of extra-curricular activities is good, particularly in the arts and physical education. Pupils have opportunities to take part in football, netball, hockey, rounders, chess, art, French and the choir. Clubs are all well attended. The school provides good opportunities for pupils to take part in competitive sports. Pupils now have opportunities to learn to play an instrument for which a

small charge is made. School journeys to France and to the Isle of Wight and a range of out of school visits to places of interest, for example, the local shops, museums and participation in activities such as the Junior Citizen Scheme, musical events and swimming galas all enrich the extra-curricular provision. Some pupils have also been selected to take part in unusual and exciting events such as cooking with Gary Rhodes and being invited to Buckingham Palace to meet with Prince Philip, bake him a birthday cake and share it with him. Visitors to school, including storytellers, theatre and dance groups, poets and musicians and those during focus weeks such as Black History Week and Maths and Science Week, make a very positive contribution to pupils' learning.

28. The provision for pupils' spiritual, moral, social and cultural development is very good. It has been maintained as a very strong feature of the school since the last inspection and is central to maintaining the school's very positive ethos. The provision for pupils' spiritual development is very good. The arrangements for daily acts of collective worship are carefully planned and organised and this ensures that legal requirements are met. Opportunities for reflection and celebration of achievements and special events are provided during worship time. The school very successfully celebrates festivals and special days from the wide range of cultural traditions found in the school. There are very good opportunities in lessons to develop pupils' spiritual awareness and to reflect, in subjects such as English, science, art and music for example. Activities linked to improving the environment such as the development of the playground and gardening activities also make a good contribution. Very good displays of photographs and artefacts from other faiths in classrooms and corridors provide further opportunities for pupils to reflect on and develop respect for, different beliefs. Religious education lessons provide very good opportunities for spiritual development through carefully planned lessons.
29. The provision for pupils' moral development continues to be very good. The school very effectively promotes the principles, which distinguish right from wrong, fairness, honesty and truth through its daily routines, the use of stories and PHSE lessons. Its impact is reflected in the very good behaviour and relationships in the school, which is an aspect that particularly pleases parents. The staff successfully promote and reward good behaviour and raise pupils' self-esteem both in the way they target pupils and through procedures such as its merit system where pupils earn team points and certificates. Clear rules are displayed in classrooms and corridors and all staff promote very good behaviour by following the school's discipline and behaviour policy. During assembly time, pupils have good opportunities to reflect on the part they play in making the school a friendly and supportive community. Subjects such as PHSE and religious education also provide many opportunities to promote pupils' understanding of moral issues and discuss codes of behaviour. All these activities have a very positive influence on relationships in the school.
30. There are many very good opportunities for pupils to develop socially, increase their understanding of living in a community and to become good citizens. Pupils in all classes undertake a range of jobs, such as tidying areas, which encourage them to take responsibility and help each other. Pupils in Year 6 have added responsibilities in and around the school as monitors, helping with the delivery of registers, preparing the hall for assemblies and working the overhead projector and compact disk player. There are very good opportunities for older pupils to work co-operatively and to take part in inter-school sporting and musical activities. In Year 5 pupils also take part in training to be good citizens under the Wandsworth Young Citizen scheme. Extra-curricular activities and residential visits provide further opportunities to promote pupils' personal and social development. There is an annual Christmas concert and a popular talent show, which also encourages pupils' social development and raises their self-esteem. Pupils are encouraged to think of others less fortunate than themselves through various fund raising activities such as Red Nose Day and Children in Need. Adults in the school provide very good role models and work very positively with all pupils. Although there are some opportunities for pupils to be consulted and take part in the school's decision-making processes, this is an aspect that can be extended.
31. The provision for promoting pupils' cultural development and understanding is very good. Through subjects such as English, art, music, history and geography, there is very good provision for pupils to appreciate both Western and other's cultural traditions. For example, in history, pupils learn about some of the important cultures, civilisations and events in the past, such as the Greeks,

Anglo-Saxons, Tudors, Victorians and about life during World War II. In geography, pupils' learn about life in their immediate locality which they compare with contrasting localities, for example, life in an Indian village and the island life of St Lucia. Pupils study art, literature and religions from a range of cultural traditions all of which makes a valuable contribution to pupils' cultural development. Pupils also gain valuable first-hand experiences through visits to museums and places of interest and visitors to school. The school makes very good use of the diverse cultural backgrounds of pupils at the school to promote and celebrate cultural diversity. The school's books and resources reflect a good range of cultural traditions.

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

32. The school has maintained its good care procedures since the time of the last inspection. This is a very caring school where all staff get to know pupils well. This ensures pupils' general well-being and the happy atmosphere in the school. Very good procedures are in place for dealing with child protection issues. The headteacher is the person designated to deal with any concerns and all staff have recently received training in this area. Thorough procedures are in place for dealing with accidents and illness and pupils are confident that they will be well cared for. There are good procedures for ensuring everyone's health and safety. Both regular safety checks and formal risk assessments take place and whenever possible the school takes prompt action. The school, however, has ongoing concerns over three health and safety issues, which have yet to be dealt with. These are; the poor ventilation in one classroom; the asbestos roof on the kitchen building and the leaking roof in the building for Nursery and Reception children.
33. Attendance registers are carefully checked for any patterns of absence, including those relating to pupils with special needs. Absences are then promptly followed up. The school is now benefiting from more regular support from the education welfare service in dealing with more serious cases of absenteeism. The school's strong ethos helps to ensure that pupils behave well and the systems of sanctions and rewards are both valued and respected by pupils. Bullying is not an issue in the school and pupils are confident that when any incidents do occur, the staff deal with them promptly and effectively. There are currently no formal systems for recording pupils' personal development, however informal systems ensure that their personal development is monitored well. The introduction of the 'sunshine friends' has had a positive effect on relationships within the school. This very conscientious group of pupils have been trained by the deputy headteacher to support those feeling lonely or unhappy at break times. It is planned that this training will be used as a basis for forming a school council.
34. Links with external agencies, such as speech therapists and learning support services, refugee and medical agencies are very good and their advice is used well. There is good communication within the school to ensure that the needs of all pupils are met.
35. The school has good and well-established systems for assessing pupils' attainments and tracking their progress in the core subjects. These include using a range of standardised tests, the results of which are analysed to inform staff about where teaching needs to be emphasised. The school makes good use of this information to ensure that pupils with additional needs are identified promptly and appropriate support is provided. Pupils' individual targets in English, mathematics and science are shared with pupils and parents and are reviewed and discussed with parents at consultation meetings. Teachers use this knowledge well to group pupils and provide additional support for them. The school meets the statutory requirement to assess pupils' levels of attainment in the foundation subjects at age seven and eleven and to report annually to parents on standards within these subjects. However in these subjects there is little ongoing formal recording of pupils' levels of attainment and their progress and this is an area that needs to be developed.
36. The procedures for monitoring the progress of pupils with special needs and those pupils who learn English as an additional language are good. Individual education plans are well written and targets are specific. There are appropriate systems to assess and evaluate pupils' progress toward their individual targets.

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

37. The school has maintained its good links with parents. Parents in the main are very happy with the school and the care and quality of education it provides for their children. Successful initiatives have been set up, for example those encouraging parents who are new to the school, or those who do not speak English as their first language to become involved in school life and their children's learning. The termly Life Chances meetings provide, at parents' request, information on issues such as the curriculum, testing and school procedures. This culminates in an annual conference which parents from this school and other local schools in the area are invited to attend. The recently set up Work and Play course for parents has proved very popular so far. This shows parents how to make games and resources to help their children's learning in literacy and mathematics. Many parents also help in the school, hearing readers and helping with swimming, for example. Staff are readily available to speak to parents before and after school, as are the headteacher and deputy headteacher.
38. The school has worked to improve its communication with parents since the last inspection and parents at the parents' meeting prior to the inspection in the main acknowledged this. A small minority of parents still express dissatisfaction with communication, particularly those who work during the day and would like more advanced notice about forthcoming events. Inspectors judged that efforts to improve communication have been made and that the headteacher and staff have a genuine desire and commitment to work effectively with all of the parents. Inspectors also noted that the school does not have any formal systems for auditing parents' views and judged that implementing such systems would provide more opportunities for parents to express their views and for the staff to respond to them.
39. Parents receive satisfactory written information about the school. The quality of written reports to parents is satisfactory and reading records in Years 1 to 6 give parents a good idea of how well their children are progressing. The school's brochure contains all the necessary information; however the layout and presentation could be improved to make it more welcoming to new parents. There are regular parent teacher consultation meetings which the vast majority of parents attend. Many parents also turn up at the class assemblies held each week. Although there is no Parent Teacher Association at the school, regular fund raising and social events are organised and parents are very supportive of these events. Parents support their children's learning at home well particularly with reading. Parents are keen for their children to do well and they support their children's education effectively. This makes a very good contribution to pupils' learning. Some parents are unhappy with the extra-curricular provision provided. Inspectors judged that extra-curricular provision at this school is good.
40. The school works very closely with the parents of pupils with special needs and the SENCo allocates time each week when parents may come into school to meet with her. Reports and their implications can be explained, or any concerns about children's progress can be raised. Interpreters can be arranged as necessary. There are also other opportunities for the parents to come to school if they have concerns and the SENCo is proactive and quick to communicate with parents and carers. Hearing impaired pupils have home-school books and there is good communication between home and school, despite the fact that most parents live some distance from the school and the staff work hard to overcome the difficulties that this can pose. Parents of pupils with a Statement of Special Educational Need are invited to reviews of pupils' statements and are involved in discussions about their children's work, but parents do not always sign their child's individual education plans so that the school does not have formal evidence of parents' agreement and knowledge of any action taken.

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

41. The good leadership and management identified at the time of the last inspection has been maintained and the school continues to be well led and managed. The key issues in the last inspection report that related to improving communications and school development planning and

staff training have been addressed and improved. The issue related to the lack of clarity in governors' roles has been resolved.

42. The headteacher has a clear educational direction, which focuses on enabling pupils to achieve high standards, providing pupils with a broad and balanced curriculum and emphasising pupils' personal development. The school is both a welcoming and a well ordered and happy community. The headteacher and deputy headteacher work effectively together and in close partnership. A particularly good aspect of the leadership is in maintaining and strengthening the school's positive climate for learning. There is a very strong commitment to providing equality of opportunity and to ensuring that all pupils, irrespective of their backgrounds, are given the chance to develop their full potential. This is reflected well in the school's ethos and in all aspects of the school's work.
43. The senior managers and subject co-ordinators make a good contribution to school management and school effectiveness. The senior management team consists of the headteacher, the deputy headteacher, the senior teacher and the teacher in charge of the hearing impaired unit. They work well together. The school plans to extend the composition of the management team. This is a good proposal and should ensure even better two-way communication between senior managers and the staff.
44. The co-ordinators for subjects come to their role with varying levels of experience; some are new to their role and some are very experienced co-ordinators. In general they support other staff effectively and ensure a clear direction for improving work in their subjects. Most co-ordinators monitor teachers' planning and sample the pupils' work. However, the frequency with which this takes place varies across the subjects and needs to be reviewed. Apart from in English and mathematics the co-ordinators have had few opportunities to observe teaching and learning during lessons. Plans to release co-ordinators from teaching to monitor teaching and learning in other classes, are sometimes thwarted by teacher absence and current difficulties with teacher recruitment. Monitoring would be even more effective if all co-ordinators had formally agreed times for sampling pupils' work and providing feedback to staff. This can be done outside of lesson times and is not dependent on staff having release time. When opportunities are then provided for staff to have release time from class this would be better used to enable individual co-ordinators to audit teaching and learning across the whole school in their subjects. Science and the foundation subjects need to be prioritised as it is these subjects that have received little formal monitoring of teaching. This would help the co-ordinators to have an even clearer grasp of the strengths and weaknesses in their subjects and improve the consistency of teaching and the sharing of best practice. Co-ordinators will also need training in how to monitor teaching and learning effectively. The management of the Foundation Stage of learning is satisfactory. More emphasis needs to be placed on the co-ordinator's role in monitoring the overall provision. This would ensure continuity in children's learning and that the Reception teachers, both of whom are relatively new to the school, are fully advised and supported.
45. The special needs provision is managed very well by the deputy headteacher who is also the SENCo. This helps to ensure that special needs has a very high profile in the school. All management aspects are very efficiently carried out. Statements of Special Educational Need are used effectively and reviews and individual education plans are up to date, useful and user-friendly and ensure that pupils receive the necessary support. Financial arrangements for additional staffing are clear and there are job descriptions for all staff. Relationships with external agencies, including that for refugees, are very effective. The co-ordinator ensures that the required information is given to and explained to parents and to staff working with pupils, so that their work is effective. The SENCo arranges the training for teachers and special needs assistants. She makes very good use of her time, both formally and informally, to work with adults and pupils alike, to improve and maintain the provision and monitor its impact. The leadership and management of the provision for hearing impaired pupils is very good. The provision for pupils who learn English as an additional language is well led and managed. The work in the hearing impaired unit and the provision for pupils who learn English as an additional language is strongly supported by the very positive and inclusive ethos of the school and the high quality of its provision for special educational needs.

46. There are effective systems for the appraisal and performance management of teachers. Teaching is formally monitored as part of this process and there are other formal and informal opportunities to appraise teachers' work. The opportunities for formal monitoring of teaching could be extended. The results of increased monitoring would also provide a strong basis for setting curriculum targets and school development priorities. Good attention is given to teachers' and the support staff's professional development and to providing both school based training and facilitating that provided elsewhere.
47. The school improvement plan contains relevant educational priorities. Lines of responsibility and expected outcomes are clear. The planning process and layout of the plan can be improved further. Senior managers could also usefully implement systems for periodically auditing and taking into account the views of parents and pupils. This would also be a useful source of information when setting priorities in the school development plan.
48. The governing body has now almost a full complement of governors. Governors fulfil their statutory responsibilities satisfactorily, except that to carry out the performance management of the headteacher. This is a serious omission, which needs to be addressed as a matter of urgency in order to meet both the legal requirements and the headteacher's entitlement. Governors have made good use of relevant training opportunities to extend their skills and understanding and to develop their role as critical friend. Governors are supportive of the school, have appropriate committees, which also meet regularly. They are kept well informed about the school and about its progress, which ensures they have a sound understanding of the school's strengths and weaknesses.
49. There are sufficient teachers for the school's needs. Teachers are appropriately trained and experienced for their roles and many are very experienced and have long service at the school. During the past two years there have been considerable difficulties in recruiting new teachers to fill vacancies that have arisen, including those needed to cover for short and longer-term absences due to illnesses. Some parents express concern about this, especially the parents in one class where there has been a number of temporary teachers. The staff and senior managers have been working to resolve these issues and to provide additional in-class support for pupils. They will need to continue to do so until the situation is permanently resolved. The school has a good number of experienced and well-trained classroom assistants. They make a good contribution to pupils' learning and work well with teachers. The teaching and support staff are drawn from diverse cultural backgrounds and between them are representative of many of the children's own backgrounds. This provides positive role models and helps to promote understanding and pupils' self-esteem. The building is an appropriate size for the delivery of the curriculum overall. However, the size of one Reception classroom and the lack of access to an outside play area means it does not fully meet the requirements of the new Foundation Stage curriculum. Resources in the school are satisfactory overall.
50. The administrative assistants effectively support the work of the headteacher and class teachers and provide a good contact point and a warm welcome for pupils, parents and visitors. Staff are conscientious and ensure a good standard of day-to-day administration. The financial administrator manages the school's finances effectively and is supported by the local education authority's bursary service, which the school buys into. This supports the financial planning and monitoring of the school's budget effectively. The finance committee of the governing body have good involvement in checking the finances and receive regular reports. The chair of the finance committee comes into school regularly to meet with the financial administrator and headteacher and check on spending. Systems to ensure best value are sound. The headteacher, staff and governors regularly monitor and evaluate the school's outcomes in relation to schools nationally and similar schools locally. There are effective systems to ensure value for money is obtained when purchasing goods and services. Weaknesses highlighted through external audits have been addressed promptly. The school makes appropriate use of ICT to keep a regular check on its spending and for administrative tasks. Funds allocated for specific purposes, for example, special needs, staff training and curriculum development and to support ethnic minority pupils, are effectively deployed.

51. The teaching is good and pupils achieve well during their time at this school. The school provides a very caring and supportive environment for all of its pupils. The provision for pupils' personal development is very good. The school is well led and managed. Standards in the core subjects are good, especially when compared with those in similar schools. The cost per pupil is similar to that in other schools in London. The school has made sound progress in addressing the key issues from the last inspection while maintaining the school's many strengths. When consideration is given to all of these factors, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the school's strengths and improve further, the staff, governors and headteacher should:

- i. improve pupils' standards in information and communication technology by:
  - improving the resources for the control and modelling aspect of ICT; and
  - providing more opportunities for pupils to use information and communication technology as part of their work in other subjects.

*(Paragraphs 8, 23, 103, 107, 128, 134, 135, 136, 138, 140, 141, 142)*
- ii. continue to improve the curriculum by:
  - revising and amending the curriculum guidance in some of the foundation subjects and allocating more time to teaching these subjects; and

*(Paragraphs 24, 117, 123, 134, 152)*

  - in Reception classes extending the use of the outdoor area to support learning across all areas of the curriculum, but especially in promoting children's mathematical development and their knowledge and understanding of the world

*(Paragraphs 15, 23, 49, 69, 75, 77, 141)*
- iii. extend the co-ordinators' roles by:
  - ensuring that they regularly review samples of pupils' work and use the information gained from this to provide feedback to staff and to inform school development priorities; and
  - providing training for co-ordinators in the monitoring of teaching and learning and more opportunities for them to observe teaching and learning;

*(Paragraphs 44, 46, 94, 104, 113, 123, 128, 134, 146)*
- iv. provide more opportunities for parents and pupils to express their views;

*(Paragraphs 38,30, 47)*
- v. take action to resolve the health and safety issues arising from building defects.

*(Paragraph 32)*

## OTHER SPECIFIED FEATURES

### THE WORK OF THE UNIT FOR HEARING IMPAIRED PUPILS

52. The unit for hearing impaired pupils is funded and managed by Wandsworth Service for Hearing Impaired Pupils. The continuing professional development of the teachers of the deaf and their conditions of work are primarily the responsibility of the service. These teachers also attend staff meetings and in-service training at the school in which they are based, as well as carrying out normal duties expected of other staff. This means that there is room for flexibility in staffing and the possibility of changing the type of provision offered by the unit, should the need arise. At present, pupils admitted have been assessed as being able to benefit from attending mainstream



school with specialist support in developing their speaking and listening skills. The hearing impaired pupils in the borough who need less individual help are now more often able to attend their local schools. As a result, the number of pupils attending the unit in the Foundation Stage of learning and Key Stage 1 is very small. The service is therefore considering the introduction of total communication so that a wider range of pupils' needs can be met and the unit will remain viable.

53. The provision for hearing impaired pupils is very good which shows significant improvement since the previous inspection, when the provision was judged good. Particular improvements are in the use of assessment and the quality of teaching and record keeping. The teacher in charge remains a member of the school's senior management team and this helps to maintain good working relationships with the school and understanding of the needs of different groups of pupils. Training arrangements have improved further and resulted in the very high quality of teaching. Teachers of the deaf benefit from specialist training and liaison with colleagues from the Service for Hearing Impaired Pupils and as a result of this and their access to training opportunities at school, they are able to implement and share their specialist knowledge effectively.
54. Individual pupils' attainment varies quite considerably, depending on individual pupils' abilities, specific needs and the extent and the effect of their deafness combined with other possible learning difficulties and their experiences prior to joining the school. Their attainment is in general below that of their peers in some areas of learning because their incidental learning is reduced when they are not able to hear, remember and compare the use of language in different circumstances. Their ability to write and present their work well is very good and reflects the high standards promoted by their teachers.
55. The high quality of provision enables the pupils to make very good progress in relation to their prior attainment. The very good management of the integrated provision ensures that pupils have suitable access to the curriculum because usually, although not always, teachers of the deaf are able to plan with class teachers or have access to their lesson plans. This means that lesson content can be modified or adapted appropriately so that hearing impaired pupils have the opportunity to learn subject content suitable for their age. This helps them to extend their knowledge, improve their skills and keep up with pupils of the same age. Individual education plans are very good and reflect the thorough and appropriate day to day assessment used by staff as well as more formal assessment techniques from a wide range of sources. As a result, precise and appropriate targets are created to enable pupils to progress. Pupils are aware of the targets they are set and the need to reflect on previous learning so they can connect it and compare it with new knowledge. In the literacy sessions, for example, older pupils begin to acquire a sound vocabulary about literary language such as "bold type" and "bullet points". They recognise imperative verbs in the prose they read, having discussed them on the previous day. Pupils with hearing impairment who are refugees or who have come here comparatively recently from another country and therefore are learning English as an additional language, also make very good progress in learning English.
56. Pupils have very good attitudes to school. They have exceptionally good relationships with their teachers and support assistants. They show trust and respect, yet are keen to be independent in managing their own time and hearing aids. They are confident enough to question ideas they do not understand, or to say when they cannot remember. They are eager to respond and they are persistent. These qualities, modelled and taught by staff, raise pupils' self esteem and enable them to take part in mainstream class and relate to their hearing peers more effectively. Pupils relate to each other well and listen carefully to each other, taking turns to speak. The staff put particular emphasis on planning opportunities for pupils to work independently; for example in the management of changing the frequency of modules in their radio hearing aids, remembering what equipment they will need for the next lesson and being more aware of future work and the targets set so they are mentally prepared and able to be more proactive. This is especially important for pupils who receive a high level of individual help and may become overly dependent on adult support.

57. Teaching and support are very good. Lessons are well planned, challenging and move at a good pace. This means the pupils expect to learn at an equally fast pace and are full of enthusiasm. Teachers use questioning, repetition and recall very effectively to help pupils to connect ideas, think independently and listen to others. Occasionally the direction of the lesson wavers and this is inevitable as the teacher responds to the inevitable gaps in knowledge caused by hearing impairment but the close links with mainstream work help to ensure that pace and direction are maintained. The close liaison with age appropriate work in class ensures that any tendency to present hearing impaired pupils with subject matter for younger pupils, because of their difficulties in understanding language and in speaking, are very largely avoided. Teachers of the deaf manage hearing aids and other equipment highly effectively and give pupils opportunities so they can take responsibility for their hearing aids. Teachers use the digital camera very well with pupils to improve their comprehension and communication skills. They maintain close links with parents and external agencies usefully for the benefit of their pupils. Day-to-day and more formal assessment is used well to plan activities and set suitable targets. Teachers set a very good example to their pupils in their eagerness to communicate and share their knowledge. Support from assistants and teachers in mainstream classes is unobtrusive and effective. Sometimes this is very difficult because of the range of ability and the degree of support the pupils need. Sharing the planning of lessons with mainstream staff and modification is essential in such circumstances if pupils are to be able to maintain attention, understand the purpose of the work and make progress. Members of staff from the unit have in depth, high quality knowledge of teaching reading, but there is no clear documentation to reflect this very good practice in their absence.
58. The curriculum is good. The expectation that hearing impaired pupils will be taught the same curriculum as other pupils remains a strength in the provision, as it was at the time of the previous inspection. Good liaison between specialist and mainstream education assistants and teachers, supported by senior management, enables hearing impaired pupils to work effectively in class. Pupils in mainstream benefit from extra support, and their teachers use radio aids willingly to help hearing aid users. Hearing impaired pupils are included in every aspect of the curriculum and have very good access to it. The high quality of their individual education plans, the careful planning of lessons and very good use of assessment gives them the opportunity to learn and be challenged. All pupils at the school benefit from the way the culture of deafness is valued and used positively at school, for example, in the emphasis on listening skills and the additional insights into education that work with hearing impaired pupils brings.
59. Specialist teachers plan the literacy and numeracy lessons very carefully for their pupils. For some sessions, pupils are taught separately in year groups for part of the literacy sessions to enable them to make enough progress, or to make up time lost through hospital appointments or other sessions missed as a result of their deafness. In one year group, pupils are taught separately for most of the time because of their late entry to school and because of their previous limited exposure to English. This decision was taken after careful consideration and pupils are making very good progress in comprehension and different subjects in the curriculum. Particular emphasis is laid on independence skills in this group and pupils will return by degrees to mainstream class as soon as they can benefit from doing so. Pupils have the same access to ICT as other pupils in school and the unit has recently acquired its own computer, although the accompanying software is yet to be put in place and used. Pupils have good access to word processing, but teachers of the deaf are aware of elements of work with computers still to be addressed, and reflects existing omissions in the mainstream school's provision. This has been identified in the development plan for the unit.
60. Teachers communicate effectively with parents by using home-school books and telephone calls. There are also parents' evenings at school and other opportunities to discuss the children's progress with their parents. Regular coffee mornings are held to ensure that teachers have regular contact with parents, many of whom live some distance from school. Pupils are well cared for by the staff of the hearing impaired unit and the school. Other agencies, such as medical, social, additional education services and voluntary agencies, are used well and the information they provide is communicated effectively. All pupils are assessed for speech and language therapy and almost all receive at least one individual session each week. This means that assessment, targets

in individual education plans and links with external agencies are used consistently and effectively throughout the school and the work of the hearing impaired unit is not isolated.

61. The headteacher is both supportive and well informed about the working of the unit and the position of the teacher in charge on the school's senior management team helps to share knowledge for the benefit of the unit and the school. An example of the results of this is that several sound field systems have been installed in classrooms, originally for the benefit of hearing impaired pupils. The amplification of sounds in this way makes classrooms more peaceful and it is easier to hear both the teachers and pupils speak. These systems have had a positive effect on all pupils' attention to speech and on their behaviour, as well as helping teachers to use their voices more naturally. The headteacher and the teacher in charge work together to ensure that any potential clashes of interests between mainstream school and the unit is minimised and is successfully resolved. Occasionally teachers of the deaf do not have prior access to teachers' lesson plans to enable them to modify and adapt them and this means their lesson planning may be less appropriate in content and challenge. This is a management issue to be resolved. The teacher in charge ensures that any areas for development are pursued and effective plans drawn up so that high quality provision is maintained.

### **THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

62. There is a total of 169 pupils at the school who speak English as an additional language and 54 of these pupils are at the early stages of language acquisition. The main first languages spoken are Tamil, Urdu, Gujrati and Punjabi. The school receives an Ethnic Minority Achievement Grant and adds extra funds from the school budget to provide support. The school spends the money wisely and to the best advantage of pupils. Currently the equivalent of 1.8 full-time teachers are employed. All staff work very closely together and one teacher effectively co-ordinates the service within the school.
63. On entry to school, pupils have a wide range of attainment and some pupils enter school with little understanding of English. However, by the time they reach Year 6, most pupils are fluent in English and achieve well. Some pupils also join the school throughout Years 1 to 6, having had no previous schooling in this country and with little or no English. These pupils are supported very well to make very good progress. Analysis of Year 6 test results indicate that most pupils who learn English as an additional language attain standards that at least as good as their monolingual peers.
64. The provision for pupils who learn English as an additional language is very good, has improved since the last inspection and is now a strength of the school. The school has very clear aims and procedures to ensure that all pupils have full access to the curriculum. Pupils' needs are assessed promptly when they join the school to determine and record their stage of English acquisition. The additional provision is then targeted on those pupils with greatest need and pupils are moved in and out of focus groups, depending on their progress and results of ongoing assessments.
65. The specialist staff provide good and very good teaching and the good and very good class teaching in English, enhances the overall provision for pupils learning English as an additional language. Teachers throughout the school have a good understanding of the needs of bilingual learners. Staff have high expectations and pupils are very responsive in lessons; they are enthusiastic and often highly motivated learners. Specialist teachers and class teachers employ very successful strategies, such as the repetition of key vocabulary, modelling of correct answers and the presentation of strong visual content and clues to support pupils' learning. This promotes pupils' learning well. Teachers check pupils' understanding of vocabulary before they are asked to start their independent tasks and teaching points are then reinforced to ensure pupils fully understand. Teachers use questioning effectively, both to check pupils' understanding and to extend their learning. Pupils' learning is also supported through working with classmates who are fluent in English.

66. Teachers' appreciation of the diversity of languages spoken in the school adds significantly to bilingual pupils' confidence and leads them to willingly participate in lessons and keen to express their ideas. This was evident for example in a lesson in Year 6 where pupils were designing a poster for younger children giving them information on the rules and regulations for riding a bicycle.
67. The specialist staff work closely with class teachers. They plan work together and share taking a lead in lessons. This sharing provides a good training for staff that are new to the school. Pupils are mostly taught within classes, although they are sometimes appropriately withdrawn for particular specialist teaching. The staff assess and monitor pupils' progress half-termly and use the information to set and revise pupils' targets. All assessment data, including results in National Curriculum tests, is analysed and information gained is used to improve standards and to take action when any group of pupils are underperforming. For example, the school runs specific booster classes to combat underachievement amongst some black pupils.
68. Pupils with English as an additional language have access to a broad and balanced curriculum and take part in all school activities. The school curriculum reflects and promotes a positive attitude towards other cultures and languages. There are many bilingual books to encourage pupils to practise reading in their home language. Pupils' writing in their home languages such as Gujrati, Urdu, Tamil and Yoruba, is displayed to encourage pupils to maintain and extend their expertise. The quality of pastoral support and care given to pupils is high. Pupils, including those pupils who are refugees are well integrated into school life and are very well cared for by all staff. The school has effective strategies to involve parents of pupils who speak English as an additional language. For example a member of staff who speaks Tamil, the main additional language of the majority of pupils, is available to meet parents after school as and when required. She attends parents' meetings to interpret pupils' progress and attainment. When necessary, important information is translated to keep parents well informed. The leadership and management of the service are good. The co-ordinator and other support staff are aware of the needs of all pupils, including refugees and asylum seekers. All the staff work hard to make new arrivals feel welcome in the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	84
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	21	29	29	4	0	0
Percentage	0	25	35	35	5	0	0

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

### 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)	37	389
Number of full-time pupils known to be eligible for free school meals	3	90

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	16
Number of pupils on the school's special educational needs register	10	85

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	169

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	25	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	17
	Girls	21	20	19
	Total	42	41	36
Percentage of pupils at NC level 2 or above	School	82 (80)	80 (83)	88 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	21	12	20
	Total	42	33	41
Percentage of pupils at NC level 2 or above	School	82 (78)	88 (78)	80 (80)
	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	22	27	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	16	20
	Girls	23	22	26
	Total	42	38	46
Percentage of pupils at NC level 4 or above	School	86 (80)	78 (80)	94 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	19
	Girls	23	23	26
	Total	40	40	45
Percentage of pupils at NC level 4 or above	School	82 (80)	82 (80)	92 (91)
	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	32
Black – African heritage	36
Black – other	28
Indian	56
Pakistani	27
Bangladeshi	3
Chinese	2
White	99
Any other minority ethnic group	46

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y R—Y6**

Total number of qualified teachers (FTE)	19.8
Number of pupils per qualified teacher	19.6
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	223.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	39
Total number of education support staff	3.7
Total aggregate hours worked per week	99
Number of pupils per FTE adult	15

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	1,108,816
Total expenditure	1,088,664
Expenditure per pupil	2,468
Balance brought forward from previous year	21,616
Balance carried forward to next year	41,768

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5.1
Number of teachers appointed to the school during the last two years	5.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0



*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	444
Number of questionnaires returned	143

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	1	2	0
My child is making good progress in school.	62	33	2	1	2
Behaviour in the school is good.	53	35	5	2	5
My child gets the right amount of work to do at home.	48	34	9	5	4
The teaching is good.	66	25	4	1	4
I am kept well informed about how my child is getting on.	52	29	12	6	1
I would feel comfortable about approaching the school with questions or a problem.	61	29	6	1	1
The school expects my child to work hard and achieve his or her best.	59	31	2	1	7
The school works closely with parents.	49	28	16	5	2
The school is well led and managed.	50	35	4	3	8
The school is helping my child become mature and responsible.	55	32	6	1	6
The school provides an interesting range of activities outside lessons.	39	31	11	7	12

## **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**

69. Children enter the Nursery in the September of the school year in which their fourth birthday falls. Most attend either morning or afternoon sessions while a few stay all day. Children go into one of the two Reception classes after attending the Nursery. Children's attainment on entry to the Nursery varies quite considerably and is below average overall. Children make good progress in their personal, social and emotional development and speaking skills as well as their physical skills throughout the Foundation Stage. As a result, some exceed the Early Learning Goals in these areas by the end of the Reception year. In all other areas of learning, most, if not all children meet the Early Learning Goals, having made satisfactory progress through the Foundation Stage. However, the area of knowledge and understanding of the world is not as strong as it could be if pupils in the Reception classes had more access to outside areas and activities. Teaching and standards are broadly similar to those found at the last inspection and are satisfactory overall with some good examples. Nursery nurses and classroom assistants all contribute very positively to the teaching and learning in the Foundation classes.

#### **Personal, social and emotional development**

70. By the end of the Reception year, most children exceed the expectations of the Early Learning Goals. They are very enthusiastic about their learning and try hard to succeed. In the Nursery, for example, children concentrate well when they draw pictures about Jack and the Bean Stalk. Reception children make a real effort when presenting their work in class assemblies and when doing their morning writing tasks. Children have a clear understanding of the difference between right and wrong. They understand simple rules like not running indoors and are keen to abide by them. Children share toys and resources well. This is seen when, for example, they play with building bricks or wait for their turn in games during outdoor activities. Children are independent in their personal hygiene and need few reminders. They put on their own coats for outdoor play and change themselves ready for physical education lessons. They work and play well together, frequently selecting their own activities from the good range offered. Children are keen to take responsibility, for example by helping to clear up blocks at the end of the sessions in the Nursery or in putting out the mats during the Reception classes' physical development lessons in the hall.
71. The overall quality of teaching and learning in this area is good. Children achieve well because they are constantly encouraged to grow in confidence, take control of their own learning and to develop high levels of independence. All adults provide good role models and there are good relationships between adults and children. Children are treated with courtesy and respect and, in turn, learn to do this with each other. Children are provided with a secure, caring environment where they can flourish. They are encouraged to think of others' feelings.

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

72. By the end of the Reception year, most but not all of the children meet the standards of the Early Learning Goals. Some children with English as an additional language initially use a mixture of words and isolated phrases. With the thoughtful support provided in the Nursery they soon learn to express themselves more fully. By the end of the Reception year, most children speak confidently and have the expected listening skills. They mostly enjoy listening to stories and taking part in them. This is seen, for example, when children read together the recurring parts of stories. Some higher attaining children are fluent readers of simple books and they clearly enjoy reading. They talk about the characters in stories discussing with staff for example, what Biff and Chip like to do. Other children handle books correctly, use pictures to tell a story and recognise familiar words in a text. They have the expected knowledge of letter sounds, which they use to help them with their reading. Children progress to writing simple sentences, some of which are punctuated by capital letters and full stops. They enjoy being 'authors' as they make their own books.

73. The overall quality of teaching and learning in this area is satisfactory. It is consistently good in the Reception classes, and there are instances of good teaching of the smaller groups of Nursery children. Teachers of Reception aged children make good use of elements of The National Literacy Strategy to develop children's knowledge of letter sounds and reading. Staff provide purposeful opportunities for writing, such as when children write about their favourite animals. This is a stronger picture than at the last inspection. In the Nursery staff continually engage children in talk about what they are doing. This supports them in making good progress in their speaking skills. The needs of children with English as an additional language are met well in most activities. However, the story time at the end of the day for those children who stay all day does not always use enough exciting materials to fully engage children new to learning English or those who are tired. Early writing skills are developed through some opportunities for 'play' writing, but these are still not sufficiently widespread in relation to outdoor learning activities in the Reception classes.

### **Mathematical development**

74. Most, if not all children meet the Early Learning Goals in this area by the end of the Reception year. They count to ten in a range of situations. Higher attaining children count to twenty and beyond. When working with two-dimensional shapes children use mathematical language confidently. Reception children know, for example, that a triangle has three sides and three corners. Higher attaining children carry out simple addition and subtraction sums within practical situations. All children recognise and use mathematical terms such as 'tall' and 'short'. Children sort beans and bricks according to criteria such as colour and shape. They are able to make and recognise patterns.
75. The overall quality of teaching and learning is satisfactory. All staff use praise effectively to encourage children in their learning. Children are well managed and, as a result, behaviour is good. In the Reception classes satisfactory use is made of the National Numeracy Strategy as a basis for lessons. In group work children's individual needs are well targeted. Satisfactory teaching in the Nursery encourages children's mathematical development and they make satisfactory progress in their basic skills. A wide variety of activities gain their interest and develop their thinking in this area. However not all staff integrate mathematical discussion into their conversations with children, so some opportunities to reinforce ideas are missed. In a good outdoor activity children were well supported when they played skittles with numbered green plastic bottles and they enjoyed putting them back in correct sequence after each turn. In the Nursery mathematics is given a high profile at story and song time with children gaining an early idea of subtracting items such as frogs from a pool when singing related songs. Opportunities provided for outdoor learning related to mathematics are very limited in the Reception classes.

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

76. Children achieve the standards of the Early Learning Goals by the end of the Reception year but due to repetition in the curriculum in Nursery and Reception they do not have as wide a knowledge as expected. The children have a good awareness of themselves and their surroundings. This is demonstrated when they draw pictures of themselves and enhance their garden with new plants. They talk about fruits they like and enjoy at snack time. They recognise different flowers, such as narcissi and know what plants need to help them grow. They name parts of plants, such as the bud. When investigating 'growth' in the nursery they discover what happens to plants kept in a dark place. Many are competent in their use of the computer, handling the mouse and keyboard effectively. A few higher attaining children are competent in moving between programs and all try using the mouse to create drawings. They confidently use toy construction kits to make items using spanners and nuts to join pieces together in the Reception classes. Children select and use tools and resources safely to construct and build in all classes. In the Nursery through the celebration of festivals, such as the Chinese New Year, children are made aware of different cultures.
77. The overall quality of teaching and learning is broadly satisfactory although more thought about the sequence and range of topics is required to avoid undue repetition. Adults in the Nursery support

children well in investigating their surroundings and encouraging them to solve problems. They provide activities that generate a sense of amazement about the world in which we live. This was seen, for example, when children planted their flowers and found various creatures in the flowerbeds. Adults observe children and ask questions to challenge their thinking and move them on in their discovery of the world. When a group of children made a boat with large blocks in the Nursery, they were encouraged to extend the play to include making fishing rods and to pretend to catch their supper. This led them to think about making a climbing apparatus outside into a make believe pier for fishing. In assemblies reception children are made aware of a variety of festivals and peoples' beliefs. While teachers plan a suitable range of activities, Reception teachers do not give children enough opportunities to learn in the outdoor environment. As a result, children do not always make the gains in learning of which they are capable.

### **Physical development**

78. By the end of the Reception year, most children achieve the expectations outlined in the Early Learning Goals. Staff in the Nursery and Reception classes make good use of the outdoor play area to develop children's physical skills. Opportunities are provided for children to ride tricycles and learn to kick and throw balls with increasing accuracy and to develop a good awareness of others and the space around them. Children also run, climb, skip, balance and ride tricycles with the expected control and confidence. During a physical education lesson in the Reception class, children showed that they could jump and land well bending their knees to soften their landing. They used space effectively but had little opportunity to move imaginatively other than in the warm-up section of the lesson. Children have the expected dexterity and hand-eye co-ordination in cutting, sticking and gluing activities. They use malleable materials carefully to create their clay letters in the Nursery.
79. The overall quality of teaching and learning in this area is good. Staff in the Reception classes give children regular access to well organised outdoor activities to further develop the skills gained in the Nursery, such as balancing on stilt cups and rocking boards. Staff in the Nursery provide a good range of materials to enable children to make a creative response during their physical activities but such items are less evident in the Reception class area. Teachers in both Nursery and Reception classes provide a range of appropriate activities to help children improve their finer movements.

### **Creative development**

80. Most children meet the Early Learning Goals in this area by the end of the Reception year. In the specific area of music, some pupils are on course to exceed them. They benefit from small group activities with musical instruments in the Nursery and in sessions in the music room. Children have developed understanding of high and low pitch and loud and soft music through a variety of musical activities. This is evident when children sing songs, such as 'We are going to the zoo tomorrow'. Children use clay and play dough well to create simple items. In the role-play areas stories about family life are enacted; this is also continued outdoors where both Nursery and Reception children have access to a playhouse. Children have the expected skills in painting. In the Nursery, children were seen to carefully observe narcissi and paint fairly accurate representations of them. They experiment with a variety of techniques such as printing shapes with sponges and making collage pictures. When recreating the beanstalk they used appropriate colours and made good representations of leaves. Children enjoy role-play activities, particularly re-enacting visits to the vet's surgery, as seen in one Reception class.
81. The overall quality of teaching and learning is satisfactory, with generally good teaching of musical activities. Children in the Reception year are not however given enough opportunities to develop all their creative skills during outdoor activities. Children are given opportunities in the Nursery and Reception classes to experiment with materials and to make their own creative responses. In one Reception class they decided to add glitter to the paint with some very attractive results. Role-play activities allow children to explore make-believe situations together as they pretend, for example to have scrambled eggs for breakfast at an outdoor picnic table. The teacher was fully involved and skilfully led the discussion. She used a good range of vocabulary to introduce words and ideas to

a group of children, including those who are just learning English. Musical activities are presented with enthusiasm and capture children's interest. As a result, they make good gains in, for example, their understanding of rhythm but some find it difficult to sing in tune.

## ENGLISH

82. The standards achieved by most pupils are at least in line with those expected nationally by age eleven and a good proportion of pupils are attaining at the higher Level 5 by the end of Year 6. This is a similar picture to that in the results in the national tests last year when overall test results were higher than the national average and well above those in similar schools. The school anticipates slightly lower test results this year due to the proportion of pupils in the cohort who have a statement of Special Educational Need. By the end of Year 2 the majority of pupils attain standards in reading that are in line with the nationally expected level. However, as a good proportion of pupils learn English as an additional language, few pupils' vocabulary and writing skills are sufficiently well developed to enable them to attain the higher attainment levels. This is a similar picture to that evident from test results at age seven in 2001.
83. Pupils throughout the school achieve well in English. When they enter the school, although the children's attainment in English varies considerably, overall attainment levels are below average because a high proportion of pupils learn English as an additional language and a relatively high number of pupils have special educational needs in English. All pupils' needs are being addressed well through the very effective implementation of The National Literacy Strategy, the very good teaching and the very good provision for pupils with English as an additional language and that for pupils with special needs. Pupils with special educational needs and those who learn English as an additional language make good progress towards the targets set for them because of the well focused support they receive and this contributes effectively to their good progress in other subjects.
84. Pupils' achievement in speaking and listening is very good and they attain standards that are at least in line with national expectations by the end of Year 2 and Year 6. Higher attaining pupils speak very confidently and at length. By the end of Year 2, the majority of pupils are able to express themselves clearly and have developed sound listening skills. In all classes, pupils listen attentively and are keen to explain their work and ask and answer questions in lessons. They speak confidently using appropriate expression; for example, as seen in a religious education lesson when Year 1 when pupils quite competently acted out the story. They used good vocabulary and varied their tone and pitch to have the desired effect. Between the ages of 7 and 11, very good teaching successfully consolidates and extends pupils' vocabulary. Most pupils begin to use complex sentences when they explain their work and thinking. During the Literacy Hour, they listen to teachers' explanations and instructions and speak and listen well in plenary sessions.
85. Pupils achieve well and attain standards that are in line with nationally expected levels in reading by the end of Year 2. Teachers teach letter sounds and blends well through direct teaching, and higher attaining pupils get a good grasp of these and can tackle unfamiliar words confidently. The good use of additional staff to support pupils who speak English as an additional language and pupils with special needs, including those with hearing impairment, has a positive impact on the development of pupils' reading. Very good use is made of 'big books' for class reading and pupils learn to read with good expression. Pupils regularly take books home to practise their reading with their parents. This contributes well to pupils' progress. By the end of Year 2, higher attaining pupils read fairly fluently and understand the text well. However, some average attaining pupils and lower attaining pupils are not yet able to build unfamiliar words and do not always fully understand the text, especially when abstract language is used, which depresses overall standards.
86. By the time they reach the end of Year 6 pupils have made very good progress in reading. The majority of pupils' reading skills are at least as expected for their age and many have skills that are above the nationally expected levels. The range of reading material used is appropriately extended and pupils choose their reading books independently. As they progress through the school, most pupils learn to skim and scan the text and make meaningful notes or retrieve information. They talk about their favourite authors and write book reviews explaining their likes and dislikes of characters and particular events in the texts. In a reading session seen in a Year 6 class, pupils of all abilities were able to interpret the text well. They identified the meaning beyond

the literal and appreciated the subtleties in the text. Pupils have good opportunities to read aloud in literacy sessions, in groups and as a whole class. Guided reading sessions are well used to support the improvement of reading skills. In a Year 4 lesson, for example pupils read aloud with confidence and good expression, while others followed the text appropriately. The home reading system makes a good contribution to the development of reading. Pupils however have very few opportunities to use the library to extend their reading and independent research skills. The number of books in the library is very small to meet the needs of the school. This is an area for further development. However, pupils are encouraged to use the local library and many visit it regularly.

87. Pupils' overall attainment levels in writing of by the end of Year 2 are below the national average. Pupils successfully learn to form letters accurately and to match letters to sounds. Letter combinations and common spelling patterns are appropriately emphasised in teaching and as a result pupils begin to recognise and use them in their writing. By the end of Year 2, with good support from their teachers, pupils begin to think carefully about the overall structure of their writing, for example, the setting, the characters and the plot when writing stories. They write about the stories they have already read such as 'The Gingerbread Man', 'The Three Bears' and 'Mother Goat and Seven Little Kids'. They learn to write shopping lists, instructional writing and draw flow diagrams. In a lesson in Year 2, pupils used a 'big book' on snails, used the content page to find the relevant page and used a glossary to find the meaning of words such as 'whorl', 'feet', 'hatch' and 'feelers'. Most pupils were able to read and extract required information correctly. Higher attaining pupils then went on to draw the diagram showing the life cycle of a snail. However, pupils' skills in writing independently and in writing creatively are below average. Pupils rely on their knowledge of a known story or on teachers giving them ideas for writing. They lack fluency and make many grammatical mistakes in their work. Given the limitations of many pupils who speak English as an additional language or have special needs in language, their achievement is nevertheless good.
88. Attainment in writing by the end of Year 6 overall is in line with the national average with higher attaining pupils working at Level 5 and very few pupils working below Level 3. Pupils' overall achievement is very good. Pupils successfully learn to write for a range of purposes using, for example, narrative and descriptive writing. Pupils enjoy writing poems, such as writing their own version of 'The Pied Piper of Hamlyn'. They write biographies, autobiographies and book reviews. They write their own version of scenes from Shakespeare plays, such as Macbeth and Twelfth Night. Pupils use an appropriate range of punctuation and their spelling skills are good. In most classes, pupils use a dictionary and thesaurus to help their spelling and writing. However, the majority of pupils including the higher attaining are not given enough opportunities to undertake sustained story writing with a clear focus on developing characters and plot. Pupils' handwriting skills are satisfactory. Most pupils write neatly, clearly and legibly. The school has given attention to improving this recently. However, a number of pupils, especially in Years 3 to 6 use incorrect pencil grip and posture to achieve the best results. Incorrect pencil grip also slows down their pace of writing.
89. Speaking, listening, reading and writing skills are promoted very effectively in English lessons and across the curriculum. For example, pupils explain their scientific investigations and discuss religious beliefs. Pupils write instructional writing in design and technology and read and talk about past events in history. In geography, they read and write about a locality in India and write letters and post cards when they go on holidays. They use the computer to word process, design invitations and lay out the pages for their newspaper. However, pupils do not have enough opportunities to write at length.
90. Teaching was seen in fourteen lessons. Teaching was never less than satisfactory, was good in three lessons and very good in ten lessons. This is an improvement since the last inspection, is a very good profile of English teaching and promotes very good learning over time. Teachers have very good knowledge and understanding of the National Literacy Strategy and use it very effectively to teach English. They make sure pupils know what they are expected to learn and how this links to their previous learning. The teaching is very well planned and there is a good balance of whole class, group and individual work.



91. The National Literacy Strategy has enabled teachers to ensure that pupils learn to write for a variety of purposes and audiences. However emphasis now needs to be given to providing extended periods for independent writing. Very good emphasis is given to developing and extending pupils' vocabulary, both in English lessons and in other subjects across the curriculum. Teachers do not take for granted that pupils will know and understand the vocabulary used and therefore make very good use of visual aids and resources to ensure that pupils understand. This is very important in the context of a school where many pupils learn English as an additional language or are hearing impaired. In most instances teachers successfully develop pupils' listening skills and improve their concentration through effective management of behaviour and ensuring pupils are interested and motivated. Teachers often achieve this by linking literacy work with pupils' work in other subjects. This was seen on a number of occasions. For example in a very good lesson Year 3 the teacher used a 'big book' to look at Egyptian jewellery and to teach pupils to write step by step instructions for making jewellery using imperative verbs. Similarly in Year 1, teachers used texts on the human body and the five senses to motivate pupils and make links with pupils' learning elsewhere.
92. Pupils have very good attitudes to their learning despite the difficulties that some experience. In most lessons, pupils concentrate very well and persevere with their tasks. This creates an effective learning environment. All teachers give good support to pupils who have special educational need and those who speak English as an additional language. Additional staff and volunteers are used very well to support pupils in lessons and this has a good impact on pupils' learning. Teachers know their pupils well and assess their work thoroughly and set appropriate targets for the whole class and for individual pupils. These targets are shared with pupils and their parents and are reviewed termly to assess pupils' progress. The marking of pupils' work is good. Constructive comments give suitable guidance to pupils on how to improve their work.
93. The leadership and management of the subject is good. The school has given a high priority to the teaching of English. The co-ordinator has made sure that each and every teacher has a good understanding of teaching English and of the learning needs of pupils who learn English as an additional language and those who have special needs and specific speech and language difficulties. This has supported the improvement of teaching and learning well. The co-ordinator is aware of the strengths and weaknesses in teaching and learning and takes effective action for improvement. Currently the monitoring of teaching and learning is informal, but the co-ordinator works very closely with colleagues and supports them well.
94. The procedures for assessing pupils' progress are very good and the test results are very effectively analysed and information is used to set targets for improving the overall provision. The funds available for the development of the subject have been wisely spent on purchasing fiction and non-fiction 'big books' and books for class reading areas. The co-ordinator has identified the development of more formal monitoring of teaching and development and the use of the library as the next areas of development.

## **MATHEMATICS**

95. Pupils' results in the national tests in 2001 show that overall standards at age seven were similar to those found nationally which represented a good improvement on the previous year. At age eleven, test results show that overall standards were above the national average, which was similar to results in 2000.
96. Inspection evidence shows that the standard of the current group of seven-year-olds is similar to that expected nationally and that they have achieved well since entering school. Standards of the current eleven year old pupils are above that expected nationally with about one third working at the higher Level 5. Pupils, including those identified as having special educational needs and English as an additional language, achieve well because of the good teaching and support they receive.
97. Progress since the last inspection has been good and the good standards have been maintained.

The National Numeracy Strategy has been implemented and the quantity and quality of equipment, a weakness at the time of the last inspection, have been improved. Assessment procedures are now better and the results are carefully analysed to identify areas of weakness.

98. By the age of seven, standards of work seen in books and from talking to pupils are similar to those expected nationally in number, shape, space and measures. Most pupils, including those identified as having special needs and English as an additional language, make good progress in relation to their prior attainment and achieve well. The majority of pupils have at least satisfactory mental mathematics skills. Pupils understand place value to tens and units with the more able pupils working with hundreds. Most pupils recognise odd and even numbers and count confidently at least to 100 in steps of two, five and ten. They learn methods for adding nine and eleven and double and halve numbers with more able pupils working in hundreds. Lower attaining pupils work comfortably with numbers to 50, counting in two's and five's. Higher attaining pupils add tens and hundreds to a given number. Most recognise and use coins to a pound in shopping activities and change pence to pounds and pence. They know the names of regular two and three-dimensional shapes and are developing their measuring skills well through a range of activities.
99. By the age of eleven overall standards of work seen are above those expected in number, shape, space and measures and handling data; over a third of the pupils are working at the higher level. Pupils have developed at least satisfactory skills in mental mathematics and the majority work confidently with numbers in hundreds, and more able pupils with much larger numbers. Most pupils have a good grasp of place value and of the four number operations and can halve and double large numbers. Pupils complete written calculations confidently involving multiplication and division of three digit numbers by one and two digit numbers. They correctly order fractions and understand the link between equivalent fractions, percentages and decimals. More able pupils use this understanding effectively to solve problems involving fractional parts of numbers and measures. Most pupils find perimeters and areas of regular and compound shapes and use a formula to calculate them. They use co-ordinates successfully to locate position and rotate regular shapes. They have a sound grasp of common weights and measures and time using both analogue and digital clocks. Most pupils can use a protractor to draw and measure angles accurately. In data handling activities they successfully interpret line and block charts and the more able know the meaning of mode, median and mean.
100. Relationships are very good and pupils work very well showing very good concentration and perseverance. The vast majority of pupils enjoy mathematics and are enthusiastic which results in very positive attitudes and very good behaviour.
101. The quality of teaching and learning seen, is never less than satisfactory and is good overall. This is in keeping with information obtained from talking with pupils and looking at pupils' work in books and on display. Teachers identify clear learning objectives and share the purpose of the lesson with pupils so that they are aware of what they will be learning and what is expected. This develops pupils' interest and an awareness of their learning. Teachers have good subject knowledge and of the National Numeracy Strategy. Where the teaching is satisfactory rather than good, this is most often because there are some missed opportunities during the class teaching part of the lesson to explore pupils' thinking and move their learning on. In the main part of the lesson, teachers manage their pupils, time and resources efficiently. Activities are usually well matched to the needs of all pupils although all pupils occasionally undertake the same tasks which mean for some they are too easy and others too difficult.
102. Lessons usually end with a review of what has been learnt when pupils are given the opportunity to explain their thinking and discuss what they have been learning. Occasionally these are rather short so that pupils are not given sufficient time to explain their thinking. Teachers regularly mark pupils' work and most provide helpful and supportive remarks but there are few comments which let pupils know how they can improve. Regular homework activities support and extend pupils' learning and pupils receive good support at home. Support assistants are used very well to support groups of pupils.

103. There is some but not enough use of information and communication technology to aid and extend pupils' learning in mathematics and this is something that the school is aware of. Not all pupils use mathematics well to assist with learning in other subjects. For example, they are involved in drawing charts and taking accurate measurements in science, using timelines in history and taking measurement and weighing in design and technology activities.
104. The co-ordinator provides good leadership and support to colleagues and manages mathematics well. Analysis of test results is thorough and used well to identify any areas of weakness in pupils' learning. There has been some monitoring of teaching and learning by the co-ordinator but this can be extended along with monitoring work in pupil's books to identify weaknesses and improve practice further. This will help to raise standards further in line with the priorities in the co-ordinator's action plan. Individual target setting for pupils is helping to improve standards and keeps parents informed. Systems for regularly assessing pupils' attainment and tracking their progress throughout the year and as they move up through the school are well established and effective. There is a good range of basic learning resources in each classroom, which are of good quality and used soundly to support pupils' learning.

## SCIENCE

105. The most recent teacher assessments of pupils' attainment at age seven in 2001 mark a significant improvement on the previous year's results. Although the proportion of pupils attaining the expected Level 2 was below the national average, an encouraging number of pupils were able to secure the higher Level 3, a proportion close to the national average and above average when compared with similar schools. The overall results in the national tests at the age of eleven were in line with the national average and compared favourably with standards in similar schools. The inspection findings show similar standards to those attained last year in the tests and confirm that standards by age seven are improving and that at age eleven pupils achieve standards in line with those expected nationally.
106. In their study of living things pupils in Years 1 and 2 learn about the main parts of the human body. They demonstrate sound knowledge of what plants need in order to grow. They describe how humans need to grow, to stay alive and keep healthy. Pupils successfully carry out investigations on the use of their senses. For example, they blindfold each other and describe what it feels like not being able to see. Pupils classify materials according to their texture and appearance. By age seven, most pupils have an appropriate understanding of a fair test. They learn to put together an electrical circuit and to use a sound buzzer. In a lesson, Year 2 pupils were seen working well on classifying different sources of light and recording their findings sensibly. The teacher provided a variety of resources to enhance pupils' learning and used skilful questioning to extend their understanding of natural, electrical and battery-operated sources of light. Pupils make sound progress in developing and using scientific vocabulary and this is emphasised in the teaching. Most teachers provide a list of associated words and key vocabulary particularly to support pupils for whom English is an additional language.
107. In Years 3 to 6 pupils conduct careful investigations and describe the effect of change on materials for example, the effects of heating and cooling. They understand the process of separating materials, for example through evaporation. They are guided to carry out a 'fair test'. In a lesson in Year 6, which focused on the study of microbes, pupils learned well about bacteria, viruses and fungi. They investigated the growth of fungi by growing mould on bread kept in different conditions. Most pupils recorded work is well presented and reflects their good understanding. Teachers in some classes make good use of the Internet for research work, although the use of computers to record results of experiments and present data is as yet more limited.
108. The quality of teaching in lessons seen was satisfactory overall, although it varied considerably and ranged from unsatisfactory to very good. Teaching was very good in three out of the eleven lessons seen, was unsatisfactory in three lessons and satisfactory in the rest. All teachers' knowledge of the subject and their scientific understanding is good overall. Most teachers explain new concepts and introduce new ideas well. They plan an appropriate sequence of activities with specific learning intentions. The organisation and use of time and resources to support learning is

effective in most lessons. This was not the case in lessons that were judged unsatisfactory. The main weaknesses here, were teachers' inadequate lesson preparation and weak classroom organisation and management of pupils. In one other unsatisfactory lesson seen, although the teaching had a number of good features the safety aspect was not observed.

109. Where the teaching was very good teachers challenged pupils and used probing and open-ended questions to elicit fuller responses from pupils and to prompt further enquiry. In these lessons pupils responded particularly well and were clearly excited by their work. This was noted in a lesson in Year 4 when pupils were highly motivated in working on materials to find out what happens to solids when heated. Pupils confidently describe what they have found out through their tests and investigations and record their observations with developing understanding. Most teachers provide a list of associated words and key vocabulary particularly to support pupils for whom English is an additional language. Teachers give good attention to investigative and experimental work, which is a key element of good science teaching.
110. In most lessons pupils are enthusiastic, listen well and take an active part in discussions. They work safely and co-operatively, share equipment and help each other. Pupils clearly enjoy science and are excited by it. This was noted in a Year 4 lesson on how materials change when heated. Pupils confidently describe what they have found out through their tests and investigations.
111. The overall provision for science has been maintained well since the last inspection. The analysis of pupils' work and evidence from lessons shows that all pupils, including pupils who learn English as an additional language and those with special educational needs and with hearing impairment, achieve well during their time at the school. This is supported by an increased emphasis on practical work, which has improved pupils' skills in scientific enquiry. However more emphasis is needed on developing pupils' ability to devise and set up their own experiments, to seek patterns and evaluate results in investigations. Pupils are well guided on how to record their work efficiently and present their findings systematically.
112. The coverage of all aspects of science is assured through careful planning based on the school's own schemes of work and guidance in the subject. Most teachers regularly mark pupils' work and praise good effort. Their good humoured management of pupils and constructive relationships encourage effective learning. The school has made some strides towards improving the procedures for assessing pupils' work and tracking their progress in science.
113. The co-ordinator has a clear educational direction and plans to further raise the profile of science within the school. She has not had opportunities to monitor teaching and learning in the subject, which in view of the wide variations in quality is a priority for development. There are sufficient resources, but these are not currently best organised for ease of access.

## **ART AND DESIGN**

114. The good standards and progress in art identified during the last inspection have been maintained. By the age of seven and 11, pupils' attainment is above the nationally expected levels. All pupils, including those with special needs and those who learn English as an additional language, achieve well in art. This is because good attention is given to teaching and developing the appropriate skills. During a lesson in a Year 6 class, for example, pupils looked at some of the work of Henry Moore and compared the mood portrayed within the paintings with that in some of the paintings by Lowry. Pupils' observations were perceptive and one pupil correctly identified that the subject of one particular painting was of people sheltering from air raids. Pupils went on to draw a group of their classmates who sat for them in similar poses. Strengths in their work included accurate body proportions, a good likeness to the subjects and good use of shade and tone. Pupils were confident to choose their own tools to create the desired effects and the results were good. Sketches produced the previous week, based on a close-up focus on sections of paintings by Lowry, were also of similar good quality.

115. Good quality work was seen on display throughout the school; for example, some good use of watercolours in Year 4 to produce shades from dark to light based on a study of work by Jasper Johns. In Year 5 the study of Breugel's work prompted the production of a good frieze of children playing and good quality paintings in the style of Mondrian were seen in Year 1. Good work was seen in patterns in Year 2 created by drawing, shading and smudging and in the work prompted by a study of pointillism in Year 3. Pupils in all year groups have very good opportunities to observe and reflect on the work of other artists and the techniques they use. Importantly this is used to stimulate pupils' interest and imagination and to inspire their own work, but pupils are not then expected to copy the work of other artists.
116. Teaching was seen in only two year groups as art is not taught in all classes this half-term. Teaching was good in both of these lessons and the quality of pupils' finished work on display around the school was sufficient to indicate that the teaching throughout the school is of the same good quality. Teachers give good attention to art appreciation, self-expression and the practising of skills. In a lesson in Year 3 for example, the teacher evaluated with the pupils their previous work and how they had employed techniques to create texture. Pupils then went on to learn the skills of manipulating and shaping clay and of securely joining two pieces of clay together to create a fish. The teacher used time very well, constantly introducing pupils to new skills and providing feedback on how pupils' work was developing, encouraging and advising them. In lessons seen the pupils responded very well to the teachers' high expectations of their work rate and behaviour. They concentrated very well, tried hard to improve their work and helped each other by sharing ideas. Evidence from work on display and in sketchbooks shows that pupils take a pride in their work and reflect on the quality of it and work hard to improve it. Teachers are very effectively supported to plan work for the pupils in their class. The curriculum guidance provided is very good and states very clearly what skills should be taught in each year group and how they can be taught. Good advice is provided on how to incorporate ICT into work in art, about visits to galleries and on developing the skills of art appreciation.
117. Since the last inspection the subject has continued to be well led and managed. The co-ordinator has very good subject knowledge and is keen to maintain standards, despite the reduced amount of time allocated to art. She has monitored teachers' planning and has a good overview of the outcomes of teaching in each class because of the work that is on display around the school. Art and design makes a very good contribution to the pupils' personal, spiritual, moral, social and cultural development. It encourages the pupils to express themselves, to collaborate with others to share ideas and to reflect on how art is used to communicate thoughts and feelings in different times and places.
118. Teachers effectively assess pupils' work in lessons and use the information well as they plan for the next lesson. They keep samples of pupils' work with a view to making comparisons about standards in each class. Pupils' sketchbooks also provide some information about pupils' progress throughout the year. If pupils were to take their sketchbooks with them from one year to the next this would provide an even clearer picture and a good record of individual pupil's progress over time.

## **DESIGN AND TECHNOLOGY**

119. Design and technology is not taught in some year groups during the current half-term, therefore only four lessons were seen during the inspection. Further evidence was drawn from work on display, teachers' planning, pupils' work folders, photographic evidence and conversations with pupils. This indicates that by the ages of seven and eleven pupils achieve standards that are in line with those expected nationally. This is not quite as good as that found at the time of the last inspection when standards at eleven were judged to be above national expectations. During the past four years the emphasis has been on developing work in numeracy and literacy so that less time has been allocated to design and technology than was previously the case. Changes since the last inspection have nevertheless been satisfactory. The school is in the process of implementing the latest national guidance in order to provide a programme that ensures continuity in pupils' learning. Resources have been sorted and updated to ensure that they support the draft

scheme of work. Pupils across the school, including those pupils with special educational needs and those who have English as an additional language, make satisfactory progress.

120. Sound standards at age seven results from teaching that is at least satisfactory and in lessons seen during the inspection teaching was good. From looking at pupils' books and finished models, pupils experience a range of activities planned to develop the stages of designing, making and evaluating. Pupils talk enthusiastically about design and technology work and they enjoy activities, showing very good concentration and perseverance. Pupils use their imaginations well and plan interesting ideas, for example, when pupils in Year 1 design and make a puppet. Most follow their designs closely and take care and pride in their work. They confidently select from a good range of materials and their cutting and sticking skills are good. They build on the previous small focused tasks of joining using paper fasteners to make moving joints. Teachers encourage them to evaluate their work and talk about or record what they have learnt and how they could improve it.
121. At age eleven, standards are similar to those expected nationally. Pupils build soundly on previously learnt knowledge and skills. They learn to refine basic cutting, joining and strengthening techniques as, for example, when they plan, design and construct a gift box using a wooden framework. However, designs are not always sufficiently detailed to provide sufficient guidance for the making stage. From examples of pupils' written work, pupils clearly evaluate their finished products but do not always explain how they might be improved. Most pupils work very well together in small groups sharing ideas and modifying their plans with very good levels of interest, concentration and co-operation. Pupils have a very positive attitude to their work. Older pupils speak confidently about the designing, making and evaluation process, for example about the slippers and difficulties they encountered in cutting and joining the materials they used. Very good opportunities are provided to promote pupils' personal and social development and relationships as pupils work very well in their groups discussing and sharing what they are doing.
122. From lesson observations, looking at planning, talking to pupils and looking at their work, teaching is at least satisfactory. In the four lessons seen during the inspection, the quality of teaching was good overall, being good in three lessons and satisfactory in the remaining lesson. In lessons seen teachers have good knowledge and understanding and most were well prepared. Clear explanations ensured pupils understood what they had to do. Pupils are in most instances well managed. In a lesson in Year 4, good use was made of the knowledge gleaned from previous lessons through reflective questioning when pupils designed a pop-up Easter card. Teachers and learning support assistants provide good support during practical activities so that all groups of pupils usually learn well. Occasionally, in some classes, items are not completed.
123. The recently appointed co-ordinator provides satisfactory leadership. She has produced a comprehensive action plan outlining relevant priorities. The school is aware that this will give more structure to the subject and ensure the progressive development of skills and address the current lack of regular activities in food technology and fabric technology. Currently there is no monitoring of planning, teaching and learning nor formal assessment procedures in place, which is unsatisfactory and an area needing development. Teachers of similar aged classes plan carefully together and this ensures that pupils receive similar experiences. There is a satisfactory range of tools and resources including construction kits to support the design process, which are accessible in classrooms and a central store.

## **GEOGRAPHY**

124. Four geography lessons were seen during the inspection, all in Key Stage 2. Other evidence was gained from the scrutiny of pupils' books as well as work displayed in classrooms and corridors. Discussions were held with teachers and with pupils in Years 2 and 6. Standards by the age of seven and eleven are in line with those expected nationally. The standards are better at Key Stage 1 than those found at the last inspection when they were below national expectations. This represents a good improvement. All pupils make satisfactory progress. There are some lessons in which focused support is provided by classroom assistants or specialist teachers for pupils with special educational needs or English as an additional language; in these lessons pupils make

especially good progress. Their progress in other lessons is satisfactory and similar to that of other pupils.

125. By the age of seven, pupils identify features such as different types of houses and streets in their locality. They draw a simple map of their route to school. Higher attaining pupils include labels on their maps. Pupils suggest simple ways in which their school environment might be improved. Pupils are aware of more distant places, having enjoyed the adventures of a toy bear that visits places around the world, such as Norway and Spain. Photographs of the various locations have enhanced pupils' knowledge of different countries. Pupils can locate places on the world map and understand the weather in simple terms. They also know a good range of facts about "our island home".
126. By eleven pupils know how to find a distance on a map and how to mark higher land. They remember many facts about St Lucia learned during Year 5. Pupils answer questions about the local area of Tooting based on observations of maps and photographs. Pupils in Year 6 recall many facts about the river studies that they have undertaken. They have some understanding of how rivers change over their course. Standards and presentation of work are satisfactory. In Year 5 classes, good work on St Lucia was seen which included that based around key questions relating to the environment and the impact of tourism. In Year 3 there is some very effective development of pupil's knowledge of climate in extreme conditions.
127. The overall quality of teaching and learning is satisfactory in both key stages. In most lessons seen during inspection, in Years 3, 4 and 5 all teaching was at least good. Teachers provided interesting experiences, using first hand practical activities where possible and they systematically developed pupils' basic skills. In Year 3 a very good lesson was seen. The teacher used good resources and questioning to get pupils to devise their own questions about the weather and lifestyle in Alaska. Pupils were entranced by the contents of a video about the climate and learned many new facts including that utility pipes are above ground in such cold areas. The pace of work was brisk and pupils of all abilities worked well and were able to relate their new knowledge to contrasting places they had studied. In an unsatisfactory lesson in Year 4 the subject matter was not presented in a similar lively manner or in a way that fully exploited the historical links to Anglo Saxons that were stated in the plans for this year group. Pupils' map skills were not well developed by the work. Pupils showed positive attitudes to geography and behaved well in the lesson observed, despite the poorly sequenced questions. They tried their best to think about likely places to locate a village on a map provided. In the other class in this year group, work in pupils' books showed skills and knowledge are built on successfully. Good teaching was observed in the two Year 5 lessons seen. This work related to the island of St Lucia and good full coverage of all aspects of development were reviewed effectively in what was the last lesson in a series about the island.
128. The school has developed a scheme of work based on national guidance. This adequately builds skills from unit to unit most of the time, as pupils move up through Key Stage 2. Units of various lengths are alternated with history and occasionally some are designed to be cross-curricular. Some new staff to the school do not fully understand this intention. Information and communication technology is not fully exploited although there are good instances of pupils researching information on St Lucia at home. Geography makes a sound contribution to the development of pupils' literacy and numeracy skills. The co-ordinator supports her colleagues by providing relevant advice. The action plan for the subject shows a clear awareness of what needs to be done. While the co-ordinator has seen teachers' planning and sampled some pupils' work, she has not had an opportunity to see what takes place in the classrooms. Consequently, the school is not identifying weaknesses well enough to ensure standards are similar in all parallel classes. Assessment for each unit is not clear enough and marking sometimes lacks sufficient detail to ensure pupils strive for the highest standards.

## **HISTORY**

129. The standard of pupils' work in history meets that expected nationally for pupils of seven and eleven. Pupils, including those with special educational needs or English as an additional

language, make satisfactory progress. This is an improvement since the last inspection when standards in Years 1 and 2 were below those expected.

130. By age seven pupils have a satisfactory knowledge and understanding of the Victorian period. They know about the typical homes of the time and items of Victorian household equipment such as those used for laundry. Pupils have a good understanding of the importance of famous people from the past such as Mary Seacole. They know that she was a nurse and that she helped soldiers in many ways during the Crimean war. Pupils are aware of reasons for past events such as Guy Fawkes' attempt to blow up the Houses of Parliament. They are confident in using historical terminology such as 'past' and 'present' and identify changes that have taken place over time in for example the development of kettles. They have an understanding of the differences between primary and secondary sources of evidence and information.
131. By the age of eleven there is some variation in the standards achieved by individual pupils. This is a result of inconsistencies in teaching quality in different classes within year groups. However many pupils have a secure knowledge of a range of historical periods, such as the Tudors and of Ancient Greece. Pupils are able to make sufficient connections between different periods studied. Many are unable to compare civilisations and changes in areas such as burial traditions. While pupils have had access to a range of sources of historical information, some do not fully understand them. Some work in pupils' books is copied from the board and shows a lack of analysis and understanding.
132. The overall quality of teaching and learning is satisfactory for pupils of all ages. During the inspection period the teaching in Years 1 and 2 was good in one lesson, very good in another lesson and satisfactory in a third lesson. Teachers generally presented work in a lively and imaginative way to pupils, so ensuring that their learning about past events and important figures from history is effective. In a very good lesson in Year 2, for example, the teacher effectively captured pupils' imaginations by unpacking a trunk carefully in the middle of the circle of pupils, pretending the contents had belonged to Mary Seacole. This gave them the opportunity to learn about her life and the things available for her to use at the time. Due to the teachers' very good subject knowledge and the use of resources the pupils made very good gains in their learning of what happened and how people responded to it. The use of open-ended questions such as 'Why?' and 'What do you think?' served to challenge pupils' thinking. Such questioning was lacking in the satisfactory lesson.
133. The overall quality of teaching and learning in Years 3 to 6 is satisfactory. Teaching was seen in only one lesson in this part of the school during the inspection, a lesson in Year 6. The teaching was good in this lesson about the evacuees in World War Two. The pupils concentrated well and showed interest and empathy with the children's plight as they were sent to strangers. At the start of the lesson, pupils gained information effectively through a good teacher presentation as well as from investigating items from a reconstruction of an evacuee's suitcase.
134. Assessment procedures and recording are insufficiently developed. Teachers assess pupils' learning as they work through topics, but pupils' progress is not consistently recorded. The co-ordinator has been in post for only a short time following a leave of absence. He has reviewed the scheme of work and is in the process of updating it to meet the requirements of Curriculum 2000. Good use of visits and visitors to stimulate pupil's interest is indicated. Resources have been significantly improved since the last inspection. There is currently little checking of teaching and learning in order that weaknesses might be identified and rectified. Barely adequate use is made of ICT such as CD Roms, for gathering information. Literacy skills are better incorporated in some classes than in others and improved monitoring is required to deal with this lack of parity.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

135. Standards in information and communication technology (ICT) by the age of seven are similar to those expected nationally and all pupils, including those with special educational needs make sound progress. This is an improvement since the last inspection when standards were below national expectations. By age eleven, standards are below national expectations overall although



in word processing skills they are similar to that expected nationally. The school has, quite rightly, identified in the school development plan that ICT is an area for continued improvement.

136. Information and communication technology was a weakness identified at the time of the last inspection and, although overall standards remain below national expectations at age eleven, there have been improvements. Furthermore the National Curriculum requirements have become more demanding. There has been training provided to improve teachers' knowledge and understanding although the staff national training programme has yet to be completed. A computer suite consisting of fifteen networked machines has been set up improving the overall provision. However there have been significant technical problems, which the school has continually been working to resolve. Access to e-mail and to the Internet are still frequently slow and this limits their use. These overall difficulties have meant that the oldest pupils have not had sufficient opportunities to develop all of the appropriate skills. However, with the system now being more reliable, with the enthusiasm of the co-ordinator, new subject planning and guidance and further staff training planned, the school now has the potential to raise standards. There is no colour printer linked to the system. The result is that pupils must save their work that is in colour onto a disk and print it out later on the classroom printer.
137. By the age of seven, pupils' knowledge, understanding and use of ICT are similar to that expected nationally and standards are improving. This is because of sound teaching which gives pupils, including those identified as having special educational needs and English as an additional language, the opportunity to develop an understanding of the keyboard and use of keys. Most pupils are at an early stage of learning how to control the mouse, dragging and dropping words and pictures, moving text around the screen and saving and printing their work. They understand how to use the space bar, the shift key to make capital letters and the delete key. They use an art package and simple tools such as spray and fill to produce colourful pictures. Pupils enjoy computer activities and most show good concentration and perseverance as they log on and type out simple text. They usually work in pairs, taking turns and supporting each other well.
138. By the age of eleven, pupils demonstrate varying standards of competence with those who have regular access to a computer at home, generally displaying more confidence. Most pupils confidently load up computers, retrieve, amend and save their work to print out in their classrooms. They know how to use a wide variety of fonts, sizes and colours, position text and pictures and use the spellchecker effectively. They share and exchange ideas using an art package by designing and printing pictures, or retrieving them from clip art collections. They combine these with writing and add borders to produce attractive pieces of work. Using a publishing program, they have made some very good quality pamphlets and posters advertising the Wimbledon Theatre. They designed a simple spreadsheet and added information, for example about their timed performance in a range of athletics activities. Most pupils understand how to use the Internet and CD Roms to find information in history and geography. Many of the older pupils have access to computers at home and extend their knowledge and understanding through research and use of the Internet at home, sometimes because the school system is not working properly. However, pupils have little experience or understanding of how to use technology for control and monitoring as the school has no equipment for covering these areas. Pupils are well motivated and are keen and eager to learn which means they have good attitudes and their behaviour is good. In classes where they work with a partner, co-operation is usually very good and this encourages personal and social development very well.
139. In the small number of lessons seen, the quality of teaching was either satisfactory or good with teaching in most of these lessons being good. In these lessons teachers had at least sound subject knowledge, which they used well to teach the basic skills. Soundly prepared lessons ensured that an appropriate range of work was provided for pupils. Teachers usually introduce new work through focused whole class sessions clearly sharing with pupils what they are learning at the beginning of the lesson. Sessions are long enough to allow most pupils to successfully complete tasks during the lesson. Teachers manage pupils well and have satisfactory expectations, which means that learning is usually good. All pupils are fully included into all ICT activities.

140. There is some good use of ICT to support learning in other subjects such as English, history, art, geography, PE and music. Pupils in Year 5 have undertaken research for their geography topic on St Lucia and other classes have undertaken research in history topics. In Year 6, good use has been made to support literacy, producing pamphlets, posters and writing in support of their work on 'Twelfth Night'. Pupils used the computer to successfully make a Christmas card, recording results from physical education activities on a spreadsheet and producing pictures in the style of Mondrian using an art package. The frequency of such opportunities can now be extended.
141. The co-ordinator provides sound support and guidance and has a clear understanding of what needs to be done to raise standards as shown in the detailed action plan for the next two years. A recently appointed technology assistant provides good support with maintenance and teaching support in the computer room. The clear subject policy, containing sound information about the use of the Internet, has recently been updated. The coordinator has worked hard to produce subject planning and guidance linked to a commercial scheme, which now provides continuity and progression. There is some informal monitoring of planning but no evaluation of the quality of teaching and learning or sampling of pupils' work and these are areas in need of improvement. There are currently no whole school assessment procedures to monitor pupils' progress. There is a need to undertake an audit of available software so that all teachers know what is on hand to support work in other subjects.
142. The computer suite is used effectively. All younger classes have a one-hour session per week and pupils in Years 4, 5 and 6 have two hours, so that all now have regular access for whole class teaching. Headphones would be a useful addition to the resources as it is not always possible to hear instructions over classroom noise without turning the volume up high. There is a satisfactory range of other ICT resources, cassette recorders, CD player, keyboards and televisions and video recorders most of which are appropriately used although the digital camera is underused for recording pupils' work. Most teachers use computers effectively to generate labels and writing for displays. This enhances the importance of the subject and the quality of classroom displays, so that ICT has a good profile in the school. Specialist ICT subject days for Year 6 pupils at the secondary school are planned for the summer term which further enhances work in the subject.

## MUSIC

143. Pupils' attainment is in line with what is expected of seven and eleven year-olds. This represents an improvement since the last inspection when standards were below national expectations at age eleven. Throughout the school the standard of singing is good. Pupils sing enthusiastically, with clear diction, phrasing and dynamics. For the most part pupils have good attitudes during lessons. In a singing assembly for example, all pupils sang very well and the choir sang particularly well. This included pupils singing a round in three parts very effectively. In class lessons, pupils in Years 1 and 2 learned and remembered the words to songs well and sang in tune showing good control and awareness of pitch and rhythm. Pupils could distinguish between high and low sounds. In school assemblies, pupils sing along enthusiastically, sometimes to taped music. More use could sometimes be beneficially made of the piano accompaniment at these times as well as providing more opportunities for pupils to listen to music.
144. In lessons, most pupils show a secure understanding of the different aspects of music. In a lesson in Year 6, for example, pupils gained a sound understanding of the how songwriters use lyrics to communicate a message. They studied the lyrics in "Where Have all the Flowers Gone" which they also learned to sing. No composing of music was seen in Year 6 and therefore it is not possible to make a judgement on pupils' skills in this area. In a lesson in Year 1 pupils made sound progress in composition when using percussion instruments and could recognise long and short sounds that they or other pupils played. Pupils knew the names of instruments and handled them correctly. Similarly in a lesson in Year 5 pupils showed an understanding of how mood can be conveyed using music and the parts that different elements of music and instruments can play in this process.
145. Teaching of music was seen in only four lessons and in one singing assembly. The quality of this teaching was satisfactory overall, was good in one lesson and very good in another. In those

taught by the music co-ordinator teaching was at its best. She has good subject knowledge and the lessons were well structured and carefully prepared which led to pupils making good progress and demonstrating very good attitudes and enthusiasm. Pupils responded well to the challenge of using musical instruments to create sound effects. In all lessons pupils worked and listened well. In a lesson in Year 3 the teacher also had a good command of the subject and provided pupils with good opportunities to respond creatively using a selection of tuned and untuned instruments, but due to the teacher's over direction in the lesson, pupils did not get enough opportunities to explore and experiment. Teachers' planning is guided by an appropriate scheme of work, which supports teachers well, especially those who lack confidence in teaching the subject.

146. There are some good opportunities to link music with work in other subjects. The resources are good and include a good range of instruments and music from different cultures. The music co-ordinator supports and guides teachers well outside of lessons. However her role in supporting and monitoring teaching and learning in the classroom is not well developed. The school choir performs with great confidence and maturity and takes part in school concerts and musical events with other schools. The provision for instrumental provision has improved well since the last inspection when it was a key issue for redevelopment. Over forty pupils now attend lessons in violin, guitar and keyboard. Although a charge is made, this is minimal because the cost of the provision is subsidised.

## **PHYSICAL EDUCATION**

147. Pupils' attainment at ages seven and eleven is in line with national expectations. The overall standards and the good provision in physical education (PE) has been maintained since the last inspection.
148. The school's own swimming pool has been out of use since the last inspection but is currently being refurbished. Pupils nevertheless have had good opportunities for swimming through lessons at the local swimming baths. Many pupils develop good skills by age eleven; most pupils can swim at least 25 metres. Pupils take part in swimming galas each year which further enhances the provision for swimming.
149. In lessons seen during inspection pupils in Years 1 and 2 achieved satisfactory standards and made satisfactory gains in learning. Pupils in Year 1 were developing skills such as kicking and dribbling a ball around obstacles. In Year 2 pupils improved their throwing and catching skills while running forwards, backwards and sideways. In a gymnastics lesson pupils in Year 2 made good progress in balancing, coordinating and controlling their movements. In these lessons teachers explained activities clearly, reminded pupils about the need for safety and focused on developing and assessing key skills. Pupils were praised and encouraged to improve their performance.
150. In lessons seen in Years 3 to 6 during the inspection pupils were taught by a visiting teacher, a professional sports coach, as part of a series of lessons linked to the Norwich Union Awards and Self-Assessment Programme. A judgement about general teaching quality at Key Stage 2 is not possible, as class teachers were not seen teaching lessons during the inspection. Pupils thoroughly enjoyed taking part in the lessons, which were taught very well and offered a good level of challenge for pupils of all abilities to improve their personal best. This provision is also providing very valuable in-service training for class teachers, who will later in the term continue to teach the programme to their class. The programme is well structured to promote pupils' physical development and to encourage positive attitudes towards health and fitness. All pupils, including those pupils with special needs and those for whom English is an additional language made at least good and often very good progress in these lessons. They worked effectively in small groups and pairs and had sufficient opportunities to practise skills as well as assess their own and each other's performances. For example, in a session where pupils in Year 6 were developing the techniques of sprinting, they learnt skills such as pacing themselves and the correct use of their bodies concentrating on high knees and an upright stance. Lessons had a brisk pace and the teacher had high expectations of pupils' effort and behaviour. Good explanations and demonstrations enabled pupils to strive to improve their performance and precision. All pupils show

very positive attitudes and enjoyment in PE lessons. They work hard and are enthusiastic, co-operate well and show respect for each other. Most pupils have good sporting attitudes.

151. Pupils in Years 5 and 6 have opportunities take part in friendly matches and competitive sport with other local schools. Boys and girls take part in football, netball and rugby and pupils with special needs and those who learn English as an additional language are fully included in these activities.
152. The coordinator has a good knowledge of the subject and a clear educational direction. She has not yet revised the school's own schemes of work in the light of the most recent curriculum guidance, but plans to do so in the future. She has not yet had opportunities to monitor and evaluate teaching and learning. The resources are satisfactory, are well organised and centrally based for ease of use. The school does not have a field for outdoor games, but regularly uses facilities close to the school. Extra-curricular activities generate considerable pupil interest and support their progress well. Teachers, especially the PE co-ordinator give generously of their time to plan and provide a good mix of co-operative and competitive activities.

## **RELIGIOUS EDUCATION**

153. Standards in religious education meet the expectations of the Locally Agreed Syllabus at the end of Year 2 and Year 6. Pupils' achievement is good. Standards are similar to those reported at the last inspection, though the evidence indicates that religious education is being given a high profile and, as a result, the provision, teaching and standards are improving. Pupils with special educational needs and those who speak English as an additional language are well included and they also make good progress.
154. By the age of seven, pupils develop an understanding of world religions through the study of festivals. They study Christianity and Hinduism in depth and learn about religious leaders, holy books and places of worship. They know how Christians celebrate Christmas and compare this with the importance for Hindus of celebrating Diwali. Pupils learn about stories from the Bible such as Jonah and the Whale and Moses. In Year 1 pupils made very good progress in a lesson when they learned about the Hindu Festival of 'Holi' and associated stories of 'Holika and Prahlad'. After listening to the story, in groups of five, pupils decided upon the characters they were going to act out and later spoke their parts varying the tone and pitch to good effect to represent the different characters. They used props to enhance the characterisation and very much enjoyed the lesson. Pupils also remembered the rules of group work such as not arguing, sharing the parts, discussing quietly and listening to each other. Hindu pupils were able to use their own first-hand knowledge of the celebrations which contributed well to the learning of others.
155. By the age of 11, pupils have secure knowledge of some of the religious beliefs of Christians, Muslims and Hindus. They have developed a good understanding of Islam through their reflection and discussion on prayer observances and the rituals associated with prayer. They can compare different places of worship, recognising that the church, mandir and mosque are important places of worship and they understand the importance of holy books that guide the prayers. They learn about the roles and responsibilities of religious leaders and relate these to their own responsibilities. Pupils in Year 6 very eloquently expressed their understanding of the need to study their own and others' religions in order to develop better understanding so that they can live harmoniously.
156. Pupils achieve well in Years 3 to 6. For example in Year 3 pupils show a sound understanding of the key events in the life of Jesus, including those leading up to Easter. In Year 4 pupils learn about the festival of Diwali and the story of Rama and Sita. They understand the moral of the story that 'good triumphs over evil'. Pupils learn about the Hindu view of life through their study of birth, marriage and death ceremonies.
157. The overall the quality of teaching is good. Most teachers are secure and confident about teaching the subject. As a result pupils make good gains in their learning. The scheme of work provides good support for teachers when planning lessons. In lessons teachers also take good account of pupils' previous learning and their personal experiences. In a very good lesson in Year 3 the

teacher used questions skilfully to assess pupils' understanding of the story of Easter and provided pupils with the opportunities to talk about their own experiences. She used relevant visual aids such as bread and "wine" to explain the body and blood of Christ. Artefacts and resources are used well to stimulate learning. Stories are well told and pupils listen attentively. Teachers use and highlight relevant key vocabulary to tell the stories and explain the message.

158. In most lessons seen, pupils were well behaved, keen to learn, concentrated and persevered to produce good results. There are few visits to places of worship to extend pupils' learning and understanding, despite the fact that a number are within walking distance of the school. The use of visitors from different backgrounds to talk about their experiences of what it is like for a believer is also not well developed. Improving these aspects would enhance pupils' learning further.
159. The co-ordinator is new to the post but is already providing good benefits. She is enthusiastic and is working hard to raise the profile of the subject. The resources are satisfactory and are replenished as and when the need arises. The school community is rich with a wide variety of faiths being represented and the school uses its pupils and their families as a first-hand resource. The subject is well linked to assembly themes and makes a very good contribution to pupils' spiritual, moral, social and cultural development.