

INSPECTION REPORT

St. JOHN'S WALHAM GREEN

C OF E PRIMARY SCHOOL

Fulham

LEA area: Hammersmith and Fulham

Unique reference number: 100349

Headteacher: Pauline Morozgalska

Reporting inspector: David Tytler
8990

Dates of inspection: 3rd – 5th February 2003

Inspection number: 246055

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant, junior and nursery

School category: Voluntary aided

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Filmer Road
Fulham
London

Postcode: SW6 6AS

Telephone number: 020 7731 5454

Fax number: 020 7731 5599

Appropriate authority: Governing body

Name of chair of governors: Father Huw Chiplin

Date of previous inspection: 10th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8990	David Tytler	Registered inspector		How high are standards? How well are pupils taught? How well is the school led and managed?
1311	Barry Wood	Lay inspector		Pupils' attitudes and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
10270	Sandra Teacher	Team inspector	Foundation Stage, pupils with special educational needs, science, design and technology, music.	
23319	Vincent Leary	Team inspector	Educational inclusion, mathematics, information and communication technology, art and design and physical education.	How good are the learning opportunities offered to pupils?
15023	Ali Haouas	Team inspector	English as an additional language, English, geography and history.	

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
DT2 9PU

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Walham Green, Church of England Primary School is in a three-storey Victorian building in the centre of Fulham, a short distance away from the parish it serves. With 204 pupils on roll, it is an average sized primary school with a nursery class having 30 children attending part-time and 30 full-time pupils in reception. About one half of the pupils come from ethnic minority backgrounds, predominantly Caribbean or African. The percentage of pupils having free school meals is above the national average and 26 pupils have English as an additional language. Most of these pupils speak either Greek or Iranian. The percentage of pupils having special educational needs is high, with 21 pupils either having a Statement of Special Educational Needs or receiving support through School Action Plus under the SEN Code of Practice. The proportion having a Statement of Special Educational Needs is broadly in line with national figures. Children join the school with a broad range of abilities, but overall attainment on entry matches that expected nationally for children of their age. The school has been awarded a Healthy School Mark.

HOW GOOD THE SCHOOL IS

St John's is valued by parents and provides a sound standard of education for all its pupils. Year 6 standards in mathematics and science have improved since 2002, but attainment in English remains below average. The school has been well led over a number of years by the headteacher, and the management of the school is sound. Teaching is now satisfactory throughout the school, with some examples of good and excellent teaching, though the higher attainers are not always given sufficiently challenging tasks. Better use could be made of assessment information to guide planning. The personal development of pupils is good and their positive attitudes contribute to their progress. When account is taken of all these factors, the school provides satisfactory value for money.

What the school does well

- Due to the school's very good provision for pupils' moral and social development, good provision for their spiritual development and teachers' good management of pupils, they have positive attitudes to their work and show a good level of respect for others.
- Pupils respond well to the very good arrangements for promoting good behaviour.
- The school provides a good level of care for all its pupils, which enables them to take full advantage of the broad range of learning opportunities available.
- The information provided to parents is good.
- There is a very good range of high quality out-of-school activities.
- Pupils benefit from the good links with the community, particularly the parish church.

What could be improved

- Below average standards, particularly in English in Years 3 to 6.
- In planning lessons, the use that teachers make of information about what pupils know and can do to meet the needs of individual pupils.
- The quality of the school improvement plan to cover all areas for development and to ensure that success criteria are precise enough.
- Unsatisfactory attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a satisfactory improvement since the school was inspected in November 1997. The school has successfully addressed the key issues raised in the report and has been particularly successful in improving the quality of information provided to parents. The school now meets all statutory requirements. In addition, there has been a significant improvement in the quality of teaching and learning, which is now satisfactory or better throughout the school, with some good, very good and excellent examples seen. Whilst standards are not as high for pupils in Years 2 and 6 as they were at the time of the last inspection there has been an underlying trend of improvement since 1998 despite a dip in the results of the Year 6 national tests in 2002.

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
	2000	2001	2002	2002
English	C	B	D	B
Mathematics	C	A	D	C
Science	C	B	E	D

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

The school sets challenging targets for the percentage of pupils to achieve the expected Level 4 in English and mathematics. In 2002, it just missed them in English and slightly exceeded them in mathematics. In the current Year 6, standards in mathematics and science are average, but remain below average in English when compared to all schools. The decline in standards against national results in 2002 was largely due to the number of pupils with special educational needs, which cut the number reaching the higher levels.

In the National Curriculum tests for Year 2 pupils in 2002, results were below the national average in reading, matched it in writing and exceeded it in mathematics. When compared with similar schools their performance was above the average in English, and well above in writing and mathematics. Teacher assessments in science show that 93 per cent of pupils in Year 2 reached the expected Level 2 or above, which was above the national average. The work pupils were doing during the inspection showed that in the current Year 2, standards in all three subjects are average.

Whilst results dipped in 2002, there has been an underlying trend of improvement. During the inspection no judgements were made about music or physical education; standards at the end of Years 2 and 6 in all other subjects are average, except in history at the end of Year 6 where they are above average. Pupils make satisfactory progress in their learning throughout the school. Children make satisfactory progress in the nursery and reception classes, and attain average standards in all areas of learning by the end of reception.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils' positive attitudes make an important contribution to their learning.

Behaviour, in and out of classrooms	Good. Pupils respond well to teachers' good management of behaviour and it is good in classrooms, assemblies, around the school and in the playground.
Personal development and relationships	Good. The good relationships, which exist throughout the school, are grounded in the Christian ethos of the school.
Attendance	Unsatisfactory. Below the national average for primary schools. A significant minority of pupils also arrive late to school.

TEACHING AND LEARNING

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

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

The satisfactory teaching throughout the school leads to all pupils making satisfactory gains in their learning. Examples of good teaching were seen in all year groups and in most subjects, and a number of very good lessons and some excellent teaching were observed. One of the 43 lessons seen was unsatisfactory. The teaching of English, literacy and numeracy are satisfactory and it is good in mathematics; pupils satisfactorily use their literacy and numeracy skills in other subjects. The good and better lessons were underpinned by teachers' good knowledge and understanding of the subjects and characterised by a brisk pace, a good range of activities that engaged and held the interest of pupils and work that was built on what pupils already know and can do. As a result, they made good gains in their learning. In lessons judged to be satisfactory, the work did not always meet the needs of pupils, including those having special educational needs or English as an additional language. On other occasions, pupils were given too few opportunities to take responsibility to work independently and undertake research. In the unsatisfactory lesson, weaknesses in the management of behaviour inhibited the progress being made by pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils' learning experiences are widened through a very good range of out-of-school activities, including a good range of visits and visitors and productive links with the community.
Provision for pupils with special educational needs	Satisfactory. They make satisfactory progress in line with their individual education plans.
Provision for pupils with English as an additional language	Satisfactory. Whilst these pupils achieve satisfactorily, their progress would be improved if they were set clear targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is very good and their spiritual development and cultural development are good.

How well the school cares for its pupils.	Well. Good procedures, including those for child protection, ensure their health and welfare. Procedures for gaining information on what pupils know and can do are good, but not enough use is yet made of that information to plan for the individual needs of all pupils.
---	--

The school works hard to create an effective partnership with parents, who support all areas of the school. A significant minority of parents, however, are yet to be involved fully in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The very experienced headteacher has led the school well through her strong and determined leadership over a number of years. Recent staff changes have meant that many subject leaders are new in post and have many responsibilities. Their leadership and management are satisfactory; they are all working on action plans, with some more highly developed than others.
How well the governors fulfil their responsibilities	Satisfactory. Governors ensure that all statutory requirements are met and key governors, particularly the Chair, have a clear understanding of the school. The governing body is beginning to use its knowledge to plan for the school's future.
The school's evaluation of its performance	Satisfactory. Regular monitoring of teaching and learning by the headteacher and other senior staff has been interrupted by the recent staff changes. It is clear, however, that in-house monitoring in the recent past, together with monitoring by external observers, has led to a significant improvement in teaching. Other aspects of school improvement are also reviewed regularly by the school and governors, but the school improvement plan does not yet cover all identified areas for development and lacks clear criteria for success.
The strategic use of resources	Sound use is made of resources available to the school, which satisfactorily applies the principles of best value in all aspects of its work.

The school has an adequate number of teachers and support staff to teach all subjects of the National Curriculum. Resources for learning are sufficient in all subjects other than information and communication technology (ICT), where the small number of computers available to pupils limits their learning. Resources are good in mathematics and in art and design. The headteacher and governors have been very successful in creating an interesting and well-presented learning environment. The accommodation does, however, have its limitations. There is no obvious space for a computer suite and space is limited in the nursery and reception classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children make good progress and they behave well.• The teaching is good and the school expects children to work hard.• Their children like school.• The school is well led and managed.• Their children are helped to become mature and responsible.	<ul style="list-style-type: none">• The range of out-of-school activities.• The quantity of homework.• The partnership with parents.• The amount of information on how well their children are doing.

Inspectors agree in general with the positive views of most parents, although teaching, pupils' progress and leadership and management are satisfactory overall rather than good. However, the inspection evidence shows that there is a very good range of high quality extra-curricular activities, that homework is used appropriately and that the quality of information provided to parents is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is broadly average. Due to the sound teaching, children's achievements are satisfactory as they move through the nursery and reception Classes, consolidating and building on their skills so that they meet all the Early Learning Goals by the time they leave reception. When they enter Year 1, they are beginning to listen and talk confidently, although their range and use of vocabulary is slightly below average.
2. Results in the National Curriculum tests taken by pupils at the end of Year 2 in 2002 were below the national average in reading, in line in writing and above in mathematics; the proportion of pupils reaching the higher Level 3 was above the national average in reading, writing and mathematics. When compared with similar schools their performance was above the average in English, and well above in writing and mathematics. Teacher assessments in science show that the proportion of pupils who reached the nationally expected level was above the average.
3. In the National Curriculum tests taken by pupils at the end of Year 6 in 2002, attainment was below the national average in English and mathematics, and well below in science. In comparison with similar schools, results were above the average in English, average in mathematics and below average in science. The school set challenging targets for the percentage of pupils to achieve the expected Level 4 in English and mathematics. It just missed them in English and slightly exceeded them in mathematics.
4. Whilst the performance of pupils attaining the expected Level 4 in 2002 was above the national averages in all three subjects, the percentage gaining the higher Level 5 was well below, largely due to the significant proportion of pupils having special educational needs. The high numbers gaining Level 4 were due to the extra help provided by the school. Nevertheless, in comparison with the national figures, the overall standards fell below those achieved in 2001. The school is providing extra support for higher attaining pupils in mathematics in the current Year 6 in a bid to raise the number achieving the higher levels.
5. The sound teaching ensures that children's achievements are satisfactory as they move through the school.
6. Whilst the results show a significant decline since the last inspection, there has, with the exception of 2002, been an underlying trend of improvement in the results of the National Curriculum tests for pupils in Years 2 and 6 in recent years. Inspection evidence shows that standards in the current Year 2 are average in all three subjects, an improvement in reading, but a decline in mathematics. In Year 6, standards have improved in mathematics and science, where they match the national averages. They remain below average in English.
7. A number of significant factors, however, explain the lower attainment and inconsistencies in progress. A high number of pupils in the current Year 6 have special educational needs and the number of pupils having English as an additional language has risen, particularly amongst younger pupils. The recent, and unexpectedly extensive, changes in staffing have led to some variations in the quality of teaching as teachers settle into their new roles.
8. Pupils are making satisfactory use of their literacy and numeracy skills in other subjects. Good examples were seen of pupils using their literacy skills in science, history and religious education. Whilst the limited number of computers available to pupils hampers their attainment in information and communication technology (ICT), they are using their ICT skills in other subjects, such as English, science, art and design and history. Pupils requiring extra support in English and mathematics are provided with opportunities to use the computer to improve their skills.

9. Timetabling arrangements during the inspection meant that it was not possible to make judgments on standards in music or physical education. Standards in all other subjects are average at the end of Years 2 and 6 except in history, where they are above average at the end of Year 6. This represents an improvement since the last inspection in art and design, design and technology and history.
10. Pupils with special educational needs make satisfactory progress and achieve as well as their peers. Progress could be even better if the targets that were written into individual education plans (IEPs) were clearly included in teachers' lesson planning. Pupils with English as an additional language are mainly concentrated in the Foundation Stage and in Years 1 and 2. The majority achieve satisfactorily. Strategies to support their needs are not clearly and systematically identified in teachers' planning, and assessment information is not used to target support. As a result, pupils' progress is not as fast as it could be and their achievement is satisfactory rather than good.

Pupils' attitudes, values and personal development

11. The school has high expectations for the behaviour of all pupils. The good attitudes and behaviour of pupils continue to be strong features of the school. Relationships throughout the school are strong, and underpin the pupils' good personal development. Parents are totally satisfied with the school's efforts to promote a culture of good behaviour and self-discipline within a caring Christian community.
12. Children in the nursery settle well under the guidance and sensitive care provided by the staff. Overall, children's attitudes and behaviour are satisfactory, but there are children who play aimlessly when not supervised or who are difficult to direct towards daily routines. Children listen well and eagerly participate in nursery rhymes and songs, when under the direct supervision of the teacher, on the carpet. In the reception class, attitudes and behaviour are often very good. Children respond well to formal teaching and learning and most want to persevere with tasks to achieve successful outcomes. They start to make friendships, listen to each other and play well together. Children gain a solid foundation for their later school lives.
13. Pupils in Years 1 to 6 have good attitudes. They come to school in a happy and lively mood, look smart and wear their uniform with pride. As they progress through the school, they improve their listening skills, respond well to their teachers and want to succeed in their learning. They understand that hard work will produce good results. Pupils in Year 4 were enthusiastic when producing Indian designs, and in Year 6 were keen when working on redesigning the playground. Pupils demonstrate and sustain good intellectual, physical and creative effort. They participate eagerly in a very good range of extra-curricular activities. Pupils with special educational needs or having English as an additional language have positive attitudes to their work, particularly when supported by staff.
14. Pupils' behaviour is good, and that of older pupils is sometimes excellent. There is little challenging behaviour, despite the school having an above average number of pupils with emotional or behavioural difficulties. Classrooms operate calmly, with a happy work atmosphere, and pupils accept the school's expectations for self-discipline. Behaviour around the school is good. Neither bullying nor bad language were observed. Occasional problems are quickly dealt with by astute adult intervention. No children have been excluded in the last three years.
15. The quality of relationships is good. Staff are good role models and pupils trust and respect them. As a result, children and teachers work together to promote effective teaching and learning. Assemblies explore concepts of friendship, and the care of the whole school was evident in the celebration of Mass, which was attended by some parents. In the classroom, pupils listen to each other with respect and value each other's opinions, faiths and qualities. Pupils work well together in pairs or groups to achieve good results. The good behaviour enables all pupils to work undisturbed when working independently. Older pupils support younger pupils well and boys and girls eat and play amicably together. Pupils are courteous and polite to visitors. The school's good relationships enable pupils having English as an additional language to integrate effectively.

16. Pupils' personal development is good. They feel appreciated through displays of their work and the quality of praise that leads to improved self-esteem. Pupils identify with the school's strong Christian ethos, look after each other and undertake charity work for people less fortunate than themselves. The school council is discussing the raising of money for a water project in Africa. The curriculum for personal, health and social education is helping pupils to become more mature and is raising pupils' listening and speaking skills. Pupils have a good knowledge of targets for their learning, but they have too few opportunities to organise their own learning. Pupils contribute to the day-to-day running of the school through a range of work routines, jobs as monitors and as members of the effective school council. The head boy and girl represent the school well.
17. Pupils respect the school site, which is without litter, graffiti or vandalism, and the cloakrooms are tidy. The school has a very good range of extra-curricula activities and trips, which challenge pupils. Pupils show a well-developed sense of moral and social awareness and are being well prepared for their next stage of education and eventually as good citizens.
18. Attendance has declined since the last inspection and both authorised and unauthorised absences are above the national average. One quarter of pupils, in classes one to six, have low attendance and over one third of these pupils have either special educational needs or English as an additional language. In the present school year, three out of four pupils have been late arriving in the morning.
19. The positive attitudes and good behaviour throughout the school help pupils with special educational needs to make gains in their learning. In science and ICT, for example, SEN pupils work very successfully with higher attaining pupils. Those with English as an additional language mix well with other pupils and are keen to participate fully in activities and school events. They are highly motivated and keen to learn, and this significantly contributes to the progress they make.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching has improved significantly since the last inspection. It is now satisfactory overall throughout the school. As a result, pupils make satisfactory progress as they move through the school and their achievement is satisfactory by the end of Years 2 and 6. Examples of good teaching were seen in all year groups, and in most subjects, with a number of very good lessons and some excellent teaching. One of the 43 lessons seen was judged to be unsatisfactory.
21. Most aspects of teaching are at least satisfactory in the nursery and reception classes, although there are occasions when teachers' expectations of what pupils can do are not high enough. Whilst teaching is satisfactory in the Foundation Stage a more careful use of assessment would enable teachers to plan more precisely for children's needs and enable them to make faster gains in learning. The good teaching in some lessons promotes English language skills, but not all adults have the skills they need to cope with the variety of differing stages of English language development. A good range of practical mathematical activities engages and motivates children well. In the unsatisfactory lesson, weaker management of behaviour management resulted in behaviour that fell below the school's high expectations and disrupted the learning of others.
22. In Years 1 to 6 all aspects of teaching are at least satisfactory. The management of pupils and the use of marking and regular questioning to check pupils' progress and achievement are generally good. In a few lessons, however, this was not as thorough as it might have been.
23. Excellent lessons were seen for older pupils in art and design and mathematics, and for younger pupils in English. These lessons engaged the pupils through an interesting range of challenging activities, which pupils tackled enthusiastically and thoughtfully. Lessons were conducted at a brisk pace and pupils were challenged to think for themselves. They were able to explain their decisions and ideas. Pupils with special educational needs were given good support and, as a result, all pupils, whatever their needs or ability, made very rapid progress in their learning.

24. The teaching of English, literacy and numeracy is satisfactory and that of mathematics is good. Teachers provide a number of opportunities for pupils to use their literacy and numeracy skills satisfactorily in other subjects, such as history. The good and better lessons were underpinned by teachers' good knowledge and understanding of the subjects being taught and work that built on what pupils already knew and could do. Pupils in these lessons made good gains in their learning. In a very good Year 6 history lesson, the teacher guided pupils into researching Drake's voyage around the world. Good use was made of the final review session to check what pupils had learnt and to develop their speaking skills in reporting back to the class on what they had found out. In other lessons, however, there was insufficient challenge for the higher attainers and their progress was slower than it could have been.
25. Teachers' good management of behaviour makes an important contribution to pupils' attainment. In a good Year 6 design and technology lesson, the teacher ensured that all pupils were fully engaged in the task of designing a pair of slippers, exchanging ideas and considering for whom the slippers were intended. Teachers use homework appropriately to build on what is taught and learnt in the classroom. The limited resources for ICT restrict the opportunities for it to be used in all subjects, however, it is being increasingly used, and often effectively. A particularly good example was seen in a very successful Year 5 art and design lesson.
26. In some lessons otherwise judged to be satisfactory, pupils were not sufficiently involved in their own learning. In a science lesson, for example, opportunities were missed to involve pupils in the investigation. On other occasions, the pace slowed and pupils lost interest, resulting in less progress than might have been expected.
27. The teaching of pupils with special educational needs or having English as an additional language is satisfactory. Teachers are aware of the needs of the children in their classes and provide adequate support, where required, to help pupils to achieve. Learning assistants provide good support in lessons to pupils with special educational needs.
28. Whilst pupils with special educational needs receive informal feedback, there is no written record of how well they achieve and they do not have precise targets. The achievement of pupils with English as an additional language would also be better supported if strategies designed to meet their needs were clearly and systematically identified in teachers' planning.

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

29. The school provides its pupils with a broad, balanced and interesting curriculum. All statutory requirements are met, including the provision of a daily act of corporate worship. Curricular provision has improved since the previous inspection. The school has adjusted the amount of time allocated to each subject for all year groups including the nursery and reception classes. This has led to an improvement in pupils' attainment and achievement in design and technology, ICT, physical education, art and design and history as they move through the school.
30. The provision for children at the Foundation Stage is satisfactory. Children follow the six areas of learning, which prepares them to follow the National Curriculum when they enter Year 1. The quality and range of the curriculum in Years 1 to 6 is good and relevant to the needs of pupils, enabling them to build on what they already know and can do, although investigative skills in science could be planned in more detail.
31. The school provides equality of access to the curriculum for all its pupils including those with special educational needs and those from minority ethnic groups. Pupils with English as an additional language (EAL) are fully integrated and participate in all activities on offer. However, opportunities are not always identified to affirm, celebrate and draw on the cultural and linguistic knowledge that exists within the school community. The school has yet to develop a policy for supporting EAL pupils and provide guidance for class teachers to inform their teaching. In a few instances, EAL pupils are inappropriately grouped with those who have special educational needs.

32. Curricular planning has improved significantly since the last inspection, as there is now a policy and detailed scheme of work for each subject. The school has adopted government recommended guidelines for National Curriculum subjects. These ensure that pupils' learning opportunities cover the required ground. The lack of challenge for higher attaining pupils, however, remains an issue.
33. The school has satisfactorily implemented the National Literacy and Numeracy Strategies and, as in most schools, gives more than one half its teaching time to literacy and numeracy. Teachers' planning is consistently and securely based on these strategies. The teaching of basic skills in literacy and numeracy is satisfactory. There are areas for improvement. For example, in numeracy, pupils are not always being taught effectively to use and develop their mental recall skills and problem solving strategies.
34. The school has a policy and a programme for personal, social and health education and overall, provision is good. In addition, elements of the programme, such as sex education and the dangers of drugs abuse, are found particularly in English, science and physical education. The school nurse provides a sex education programme for Year 6 pupils. Assemblies also make a contribution to sustaining good behaviour and personal development. Some teachers provide specific lessons on personal, social, and health education where pupils are encouraged to discuss issues and personal dilemmas. The school has been awarded a Level 3 Healthy School Mark.
35. The school provides a very good range of extra-curricular activities for pupils in Years 1 to 6, including football, cricket, tag rugby, hockey, netball, art and drama and a computer club. The level of provision for cricket is impressive and pupils receive intensive coaching from professional cricketers. These activities are generally well attended. The school is a very active participator in local inter-school sporting events.
36. The school provides a good range of visits and visitors to extend and enrich the curriculum. The school is located very close to many national monuments and museums and pupils visit them regularly and often. Representatives of different cultures and traditions visit the school; these include theatre groups, musicians and dancers. These visitors make a positive contribution to the pupils' learning and their own personal development.
37. Good links with the community, particularly with the church, which provides a distinctive and significant link, enhance the learning opportunities available to pupils. The clergy and school staff work closely together to provide for the pupils a good quality curriculum underpinned by its mission statement, whereby all the pupils can flourish, respect each other and be respected.
38. Over a number of years the school has good links with other educational institutions, notably the local Initial Teacher Training institution and a specialist arts secondary school. These inter-school links are valued and make a good contribution to the pupils' learning. The school is currently applying for Silver Artsmark Status.

Personal development, including spiritual, moral, social and cultural development

39. There is good provision overall for pupils' spiritual, moral, social and cultural development; an improvement since the previous inspection. The school provides a welcoming and very caring environment in which all pupils are encouraged to work together in harmony and learn to respect and be sensitive to the needs of others. The parish priest is a regular visitor to the school and this strong and active association with the local church enhances pupils' spiritual, moral and social development.
40. Provision for pupils' spiritual development is good. In most classrooms, there is a prayer corner where pupils can reflect and write their own prayers for a friend, relative and people in need. Each week a list is drawn up of issues or people that the class feels would benefit from their thoughts and prayers. For example, in Year 4, a pupil read a prayer to the class. This provided a thoughtful moment for pupils to reflect and show concern for others and think about their personal contribution to the quality of life in the school. Good quality assemblies and Masses further

enhance the pupils' spiritual awareness. These carefully prepared acts of collective worship allow pupils to reflect and pray.

41. Music is used effectively to provide a spiritual uplift for the beginning and end of assemblies. Pupils are given the opportunity to reflect on their relationships in the community, in the family and with their friends. This develops their understanding of the importance of valuing themselves and other people. In English, their poems and other creative writing vividly capture their special feelings. The school uses opportunities very well to enable pupils to be aware of their own distinctiveness and willingness to accept challenge.
42. Provision for pupils' moral development is very good and is a strength of the school. It is promoted through the school's mission statement in which the school strives to secure an orderly learning environment. It is very successful. There is a strong moral framework where, in a positive atmosphere, high expectations of behaviour, self-discipline and good relationships are fostered. Pupils are provided with clear boundaries for good behaviour. They have a very good understanding of right and wrong. School rules are displayed prominently in classrooms, corridors and the playground, and some of these are negotiated with the pupils.
43. Staff are very good role models showing respect and concern for the individual needs of all pupils. A strong feature of pupils' moral development is the way they are taught about wider moral issues through the subjects of the curriculum. In writing poetry on World War Two, pupils developed opinions and feelings about the effects of war on people and nations.
44. Provision for pupils' social development is very good. There are many opportunities for the majority to develop an awareness of how to relate to people in different circumstances. Good relationships are a strong feature of the school. The school recognises that its pupils are members not only of the school, but also of a wider community. Achievements in and outside school are celebrated in special assemblies with certificates for good work and good behaviour.
45. Many opportunities are provided for pupils to take on responsibilities that contribute to the smooth running of the school. The school council, consisting of pupils from all year groups, has discussions with the headteacher on school issues such as improving the outside areas of the school, playtime equipment and supporting pupils who are experiencing difficulties in making friends. This is extended to include discussions on ways of supporting the needs of the developing world such as countries in Africa. In all classes pupils are encouraged to take some responsibility for keeping their classrooms tidy and orderly.
46. Older pupils are involved in community activities. They demonstrated impressive energy, utilising many of their literacy skills, when, for example, taking part in a public debate in the town hall on fair trading in the global fashion industry. Charity work is a feature of school life. The school also involves its pupils in local community sports competitions.
47. The experience of pupils in Years 2 to 6 is also widened through residential visits; a high level of provision, which is very effective in developing the pupils' social skills and enhancing their self-esteem. Provision in this aspect has improved since the previous inspection.
48. Provision for pupils' cultural development is good. The school has made good progress since the previous inspection in developing this area. In lessons and subjects, opportunities are found to promote understanding of the cultural diversity of their community. In literacy, history, and music the pupils' are developing an awareness of British and European culture as well as the multicultural nature of their society. In their writing they demonstrate a developing knowledge and an understanding of the rights and importance of different cultures. They have; for example, used poetry to express feelings about the extermination of Jews in the Holocaust.
49. They are given opportunities in music through participating in gospel singing, and in games through playing basketball. The school assemblies, on occasions, focus on the festivals and celebrations of different cultures. There was, for example, an assembly on the Chinese New Year. Pupils from Year 6 presented, through acting, dance and music, features of Chinese customs and

folklore. A few displays throughout the school show aspects of cultural diversity. The diversity of educational visits and visitors has a positive impact on pupils' cultural development.

50. Visitors from different ethnic backgrounds are encouraged to share their experiences and customs. In a project on celebrating 'black' history, Ghanaian drummers provided the pupils with an opportunity to be actively involved in listening to, and participating in, African music and dance. The school takes advantage of its proximity to London's many museums, art galleries, theatres and other places of interest. Through this varied provision pupils value their own culture and are developing an appreciation of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school has strengthened aspects of the support, guidance and welfare it provides for pupils since the last inspection. There are very good behaviour and welfare procedures, and arrangements for child protection are good. Procedures for attendance, health and safety and monitoring the pupils' personal development are satisfactory. Whilst arrangements for gathering information on what pupils know and can do are now good, the school does not make enough use of the information to plan for individual needs. The overall good quality of the school's pastoral care and welfare, within a strong Christian ethos, receives a very strong approval from parents, who acknowledge that it contributes to their children's personal happiness and their progress and development.
52. The long-serving headteacher is dedicated to setting high standards for the support, guidance and welfare of all pupils. She is well supported by her staff in implementing the mission statement of the school and the new parish priest is giving increasingly good support to all members of the school. Staff have a very thorough knowledge of their pupils and new teachers are well focused on pupils' welfare. They accept their pastoral role with determination, dedication and a sureness that communicates well to parents and pupils alike. Pupils feel consistently supported in this caring and secure Christian community and they, in turn, promote the caring culture and ethos of the school.
53. Procedures for monitoring pupils' personal development are satisfactory, but are better in the nursery and reception classes, and for pupils with special educational needs or having English as an additional language. The school does not have formal written procedures and relies more on teacher's personal observations and informal discussions. Teachers keep their own individual support records and these are transferred between teachers at the end of each academic year.
54. The school's procedures for assessing pupils' attainment have improved since the last inspection and are now good. They are well developed in English, mathematics and science and are improving in the other subjects. Good systems have been developed to inform teachers about what type of information they need to keep. In English, this includes baseline assessment, predicted levels of attainment in the different skills of reading, writing and listening and speaking. This data is being developed systematically in Years 1 to 3 with other years to follow later. The school now uses a range of assessments including regular assessment in extended writing, numeracy and end-of-unit assessments in the other subjects. Assessments are moderated and are particularly well used in English and mathematics when teachers annotate and grade pieces of work according to National Curriculum criteria.
55. Much of the work in assessment has been focused on developing systems and procedures and, as a result, the school has yet to make enough use of the information to guide planning. The school has made a start on tracking pupils' progress from their baseline assessment. It has not yet established a coherent system to use the information strategically to identify the achievement of different groups, to inform future curricular planning and to provide the support pupils need to make gains in their learning. Although pupils are set targets, especially in mathematics and literacy, they are not told clearly enough how they should work towards them in both the short and long term.

56. The assessment procedures for pupils with special educational needs are satisfactory, and the individual education plans enable the pupils to make satisfactory progress towards attainable targets. Not all individual education plans, however, clearly define the methods by which progress will be made, and teachers' planning does not sufficiently consider pupils with special education needs, or pupils for whom English is not the mother tongue.
57. The level of care provided for pupils with special educational needs is satisfactory. Good support is provided, particularly for pupils having a Statement of Special Educational Needs and where the staff have had the opportunity to attend training courses. Not enough use is made of the information that is gathered on what pupils know and can do to help set clear targets so that children know exactly what they need to do to improve their work. The learning needs of pupils having English as an additional language are not identified systematically through initial assessment and target setting linked to the demands of the Foundation Stage and the National Curriculum. Although the assessment procedures used by the school could potentially serve these pupils well, the data is not carefully analysed and used to evaluate the performance of specific groups, including those having English as an additional language.
58. The school has a sufficient range of informative and updated support, guidance and welfare policies to guide and underpin its actions. Policies are implemented consistently, but new and temporary staff would benefit from their presentation in a staff handbook. The school is welcoming to outside professional agencies to support the pupils on a routine basis, or if there are specific problems.
59. The school has shown that it is able to care for pupils with medical problems, or refugees, but the building is not suitable for disabled pupils, due to its different floor levels and many steps. The school has a sex education policy and the long-serving school nurse assists with the sensitive delivery of the programme, which involves parents. The school nurse gives valuable support to the school for drugs and healthy eating education and helped the school to win a Healthy Schools Award. Child protection procedures are good. Whilst the school relies on the borough guidelines, it is working on its own policy. Staff, including newly qualified teachers, have received recent training.
60. The procedures for monitoring and promoting behaviour are very good and allow the school to maintain calm classrooms and pupils to understand the boundaries. Where there are challenging behaviour problems, teachers are well supported by the local education authority's behaviour support unit. The school is working with a pupil referral unit on the re-integration of pupils back into mainstream education.
61. Classroom rules are well developed with pupils, and are prominently displayed. Rewards are innovative, including the award of blue ties and badges, and gain the sustained interest of pupils, and raise their self-esteem. Older pupils gain a good awareness of self-discipline. Sanctions include the loss of significant privileges, are well understood by pupils and parents and are fairly applied. Assemblies and lessons often reinforce some aspects of Christian morality.
62. The headteacher and staff are skilful in detecting and eliminating any oppressive behaviour. Staff record the few incidents of poor behaviour, but there is insufficient overall analysis of behaviour trends to inform future strategies. Parents have confidence in the headteacher's good handling of any oppressive behaviour problems in the school.
63. Attendance procedures and systems are satisfactory, but the school needs to give greater focus to attendance and punctuality as levels have declined to below borough and national averages. Parents are made aware of their legal position through the prospectus, but there is insufficient follow-up of parents who fail to communicate reasons for their children's absence, and unauthorised absence has increased. The staff call registers politely and efficiently at the beginning of each session and enable pupils to settle calmly. The school is starting to develop its use of the computerised summary reports in order to improve attendance.
64. Health and safety procedures are satisfactory and ensure a safe and secure environment for all pupils and staff, even though the buildings are old and have many steps. The weaknesses

identified in the last report have been corrected, although the recording of checks requires greater rigour. Teachers are aware of health and safety issues in lessons and other activities. Accident and medication procedures are sound and the school has sufficient first-aiders. The average accident rate testifies to the orderly nature of the school community and the care of pupils when dealing with each other. Information on pupils is regularly updated by the school secretary and is clear and specific.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. The last inspection report stated that parents were very positive about the values promoted by the school. Communications with parents were judged as less than satisfactory, as there were concerns regarding the quality of information they received and there was no school brochure. Since then, the school has worked hard to develop its partnership with parents. The quality of information provided to parents is now good. Parents' views of the school remain at a positive level and most aspects of the partnership with parents are satisfactory.
66. Inspection evidence confirms the parents' positive views, particularly regarding children's behaviour and liking school, and the impact of the values and attitudes of the school on pupils. A significant proportion of parents who replied to the inspection survey were unhappy with the number of extra-curricular activities. Inspectors, however, found that the school has a very good range of extra-curricular activities, including clubs and trips, which support the learning of the pupils.
67. The school's aims indicate that it wants to involve parents in the life of the school. Links with parents are satisfactory, but there are no detailed plans to develop them further. Induction procedures for new parents are good. Many parents find the school approachable and value the time they are given to discuss their children and any concerns with the staff. A few, however, are less comfortable and find it easier to talk to parent governors. Informal communications are difficult to develop in the three-storey building, or when parents do not bring children to school. Teachers, however, are not always proactive in developing relationships, and the appointment system for meeting staff is daunting for some parents who lack confidence. The school has tried to run literacy and numeracy workshops to improve links with parents, but these have not been successful in attracting parents.
68. The impact of parents' involvement on the work of the school is satisfactory, but not consistent. A majority of parents try to support the school. All parent governor positions are filled. These governors are enthusiastic and are determined to play a full role in improving all parents' relationships with the school. They are in the forefront of re-launching the parent, teacher and friends' association, which had been disbanded. The parish priest gives good pastoral support in the school and to parents.
69. The quality of information for parents is good and the prospectus and annual governors' report are high quality documents. They indicate that the school values its parents and communicate the essential ethos of the school. Notice boards around the school are informative and show parents the school's rich heritage, and that it has high expectations for all pupils. The school's newsletter, *St John's Snapshots*, gives useful updates on past activities across the school to all parents together with useful information about future events. The school's annual reports to parents on their children's progress are good. Subject statements are detailed on pupils' abilities and grade effort and attainment, but do not specify past or future targets. Parents are encouraged to add their own comments, and pupils are given the opportunity to add their own self-appraisal.
70. The contribution of parents to pupils' learning is satisfactory, but is dependent upon parents' levels of confidence. Most parents have signed the home-school agreement. Parents are given good opportunities to discuss children's progress, including predictions and targets, and most parents attend. A few, but growing number of parents, help in the school.
71. Most parents are satisfied with the amount of homework set for their children and are given a good understanding of what is to be taught. Some parents, however, cannot understand the lack of homework diaries or the school's resistance to children taking home library books. The parents of

pupils with special educational needs participate in the development of individual education plans and have a satisfactory knowledge of pupils' targets, but some do not respond to the school's invitation to attend the annual review. Parents receive good advice from the school at the time of transfer to secondary school, so that they, with their children, take informed decisions regarding their choices and reduce their anxieties.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. The headteacher has provided strong and determined leadership over a number of years and has managed well the recent and unexpectedly large number of staff changes. She is given good support by governors and teachers and the management of the school is sound. She has maintained her enthusiasm and wants the best for St. John's.
73. The school has a specific set of aims for pupils' personal and academic development. It is very largely meeting its aims for the personal development of pupils, which is grounded in the school's self-evident Christian ethos. It has yet to meet fully its aims for pupils' academic development, although the school is now introducing a range of strategies to focus on raising standards throughout the school.
74. The staff changes have meant that many co-ordinators have taken on new responsibilities in areas with which they are not familiar. Nevertheless, the management of all co-ordinators is at least sound. They have willingly taken on a heavy workload and are striving hard to develop their roles and identify the improvement required to raise standards. Some plans are more advanced than others.
75. Key governors, particularly the Chair, have a good understanding of the school's strengths and weaknesses and the governing body is beginning to use its knowledge to plan for the future of the school. All statutory duties are met.
76. The school is taking appropriate steps to seek further improvement. Whilst formal regular in-house monitoring of teaching and learning has been reduced this year because of the need to let staff become established in their new posts, there has been monitoring of newly qualified teachers. In addition, other staff have been observed by specialist advisers from the local education authority. Regular monitoring by the headteacher and other senior staffing in the recent past has resulted in a significant improvement in teaching since the last inspection. The school is beginning to reintroduce in-house monitoring. Other aspects of school improvement are reviewed on a regular basis by the school and governors.
77. Performance management is well established for all teaching staff and underpins the good arrangements for staff development. Good procedures support the induction of newly qualified teachers and the school has an arrangement with a local teacher training institution to offer places to students on their teaching practice. The headteacher is planning to apply for St John's to become a training school.
78. The school improvement plan identifies clear priorities for development, but not all co-ordinators' action plans are included to ensure that all involved in the school know which areas are being developed and why. The school recognises the need to develop further a thorough system for self-review to identify areas of concern, plan strategies to address them and then monitor their effectiveness.
79. The school took effective action to meet the targets it set for the percentage of pupils to achieve the expected Level 4 or above in last year's Year 6 national tests in English and mathematics. Satisfactory steps are taken to meet other targets. All those connected with the school are committed to further improvement and are poised to achieve it.
80. The headteacher, senior staff and governors have a good overview of the budget and ensure that it is used to meet clearly identified educational priorities. Correct use is made of all the grants

available to it and the cost-effectiveness of spending decisions is evaluated. The school makes satisfactory use of new technology in the office and classroom.

81. Resources for teaching all subjects of the National Curriculum are satisfactory, except in ICT, where the limited number of computers impedes pupils' learning. Resources in mathematics and art and design are good. A rolling programme of improvement has resulted in a very successful and interesting learning environment, with good displays that celebrate the pupils' achievements. There is, however, no obvious space for a computer suite and space in the nursery and reception classes is limited. Recent re-roofing and other external work reduced the amount of playground space and led to some disruption in the classrooms.
82. The recently appointed co-ordinator for special educational needs is still familiarising herself with the new Code of Practice and has yet to complete plans for its introduction. She has monitored individual education plans, but has not yet been given the time to monitor and evaluate the teaching and learning of pupils with special educational needs to ensure that records are kept consistently and to provide guidance to class teachers and the support staff in dealing with these pupils.
83. The school is aware of the need to improve provision for pupils having English as an additional language, in view of their increasing number since the last inspection, but has yet to develop a whole-school strategy to deal with the issue. In spite of the best efforts of the co-ordinator, who has a clear idea of what is needed, the information passed to class teachers at the moment is too limited to enable them to match work accurately to pupils' needs. The co-ordinator has undergone some training, but more is needed for other teachers and assistants to enable them to raise the achievement of these pupils. Nevertheless, the positive ethos of the school and the personal support given to them are contributing to their growing sense of confidence and security. The overall positive ethos and emphasis given to supporting pupils' personal development contributes to EAL pupils' sense of security and confidence. The school takes a clear stance on racial equality and ensures that all pupils have equal access to the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

84. In order to raise standards, the headteacher, staff and governors should:

1. raise standards in English, particularly in Years 3 to 6 by: *
 - ensuring that all pupils with special educational needs and with English as an additional language have clearly identified targets for English within their individual educational plans and teachers integrate these targets into their planning of lessons to meet the specific needs of these pupils;
 - ensuring that the achievement of different groups is monitored and, from the analysis of the information gained, action is taken to raise the standards of any group that is not achieving highly enough;
 - raising the status of the role of the English co-ordinator in monitoring standards, teaching and learning within the subject;
 - ensuring that teachers keep useful and manageable records of pupils' attainment in reading, to enable them to track the progress of individual pupils and match work more precisely to each pupil's need;
 - improving pupils' skills in spelling;
 - improving pupils' speaking skills by providing more opportunities to use their speech in other subjects;
 - increasing the use of ICT for drafting to improve writing.

(paragraphs: 3, 102-115)

2. improve the use of assessment information to inform future planning, especially in the teaching of English, mathematics and science to meet the individual needs of all pupils, including a sufficient level of challenge for the higher attaining pupils;*

(paragraphs: 21, 55-57, 86, 107, 129, 134, 141, 150, 166)

3. ensure that all co-ordinators' action plans are included in the school improvement plan so that it is clear what is being done to address specific issues and to institute a thorough self-evaluation of the school's performance;

(paragraphs: 78, 114, 130, 135, 171)

4. improve attendance and punctuality by:

- carefully identifying regular non-attenders and late-comers;
- involving parents more closely in the drive to raise rates of attendance and punctuality.

(paragraphs: 18, 67)

The governors should also consider:

1. improving the learning environment in the nursery;

(paragraphs: 81, 86)

2. ensuring regular monitoring of teaching and learning by senior school staff as soon as is practicable.*

(paragraphs: 82, 114, 130, 135, 144, 157)

**These areas have already been identified by the school as areas for improvement.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	4	14	21	1	0	0
Percentage	7	9	33	49	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, add care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	14	204
Number of full-time pupils known to be eligible for free school meals	0	61

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	63

English as an additional language

	No of pupils
Number of pupils with English as an additional language	26

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	8.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	12	12	12
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	87 (90)	90 (97)	93 (97)
	National	85 (85)	89 (89)	89 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	11	12	13
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	87 (90)	90 (97)	93 (97)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	19	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	14	14	16
	Total	23	23	27
Percentage of pupils at NC level 4 or above	School	87 (90)	90 (97)	93 (97)
	National	85 (85)	89 (89)	89 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	10
	Girls	12	14	14
	Total	20	24	24
Percentage of pupils at NC level 4 or above	School	67 (93)	80 (83)	80 (93)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	107	0	0
White – Irish	4	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	8	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	23	0	0
Asian or Asian British – any other Asian background	20	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	14	0	0
Chinese	0	0	0
Any other ethnic group	14	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

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

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	22:1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	151

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	14:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
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.

Financial information

Financial year	2001-2002
	£
Total income	698,771
Total expenditure	754,150
Expenditure per pupil	3,182
Balance brought forward from previous year	73,922
Balance carried forward to next year	18,543

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	42	54	3	0	0
Behaviour in the school is good.	44	53	0	2	2
My child gets the right amount of work to do at home.	39	46	15	0	0
The teaching is good.	63	34	3	0	0
I am kept well informed about how my child is getting on.	44	44	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	19	7	3	0
The school expects my child to work hard and achieve his or her best.	66	31	2	0	2
The school works closely with parents.	47	36	15	0	2
The school is well led and managed.	59	36	3	2	0
The school is helping my child become mature and responsible.	47	47	3	0	2
The school provides an interesting range of activities outside lessons.	39	39	19	2	2

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

Provision for early years learning at the Foundation Stage (nursery and reception classes) covers six areas of learning. To prepare for work within the National Curriculum, children are expected to progress through three steps and achieve Early Learning Goals in each area by the end of the reception year. Guidance for this stage expects learning to be a balance between focused work in groups and structured play with a purpose.

85. Children up to age five are taught in the nursery and reception classes. Good organisation and partnership with the parents ensure that children settle into the nursery well, although there is limited written information provided for new parents on how to help their child at school.
86. Children enter the reception class in the September of the year in which they have their fifth birthday. They make satisfactory progress from the nursery and nearly all the children begin with levels of knowledge, skills and understanding that are average for their age. However, achievement could be improved, particularly for the children who learn more quickly, if the quality of the environment in the nursery were improved and more careful assessments were made to show both the children and their parents what they need to learn. In the Foundation Stage, the appointment of new staff, who are still developing their expertise, has led to progress in establishing high standards being slower than the school would have hoped. In some areas, classes are hampered by cramped conditions. However, as a result of the sound quality of teaching, their overall achievement is satisfactory and by the time they leave the reception class, children are likely to reach the expected standards in the six areas of learning. Improvement since the previous inspection has been satisfactory.

Personal, social and emotional development

87. Children's progress in this area is satisfactory. When they enter the nursery, many have limited social skills. A high number do not know how to become actively involved in learning and many have difficulty in following routines and rules for working and playing together. Good attention to their specific needs and sensitive encouragement within a secure and friendly environment helps children to settle in quickly and to organise themselves in their chosen activity. They are taught to wear aprons and roll up their sleeves to their elbows when painting or playing with water. They are encouraged to say 'please' and 'thank you'. Social skills are developed through role play in the home corner and snacks outside. Children set up a tea party and are able to transfer these skills to their behaviour at lunchtime. There is a clear distinction between the confident way children answer questions and approach their work after a few months at school and the quiet reticence of newcomers.
88. Children are helped to understand the impact of their actions, to work effectively in groups and to curb their natural excitement when introduced to new tasks. Confidence and self-esteem are promoted through 'Stunning Work' displayed in the main school foyer. There is early identification of children with special educational needs or of those for whom English is an additional language, but the targets laid out in their individual education plans are not fully included in the day-to-day planning. This has an impact on their progress. By the time they start work on the National Curriculum, the majority of children reach average standards in their personal and social skills.

Communication, language and literacy

89. Provision for children's communication, language and literacy skills leads to satisfactory learning. Good teaching in some lessons promotes English language skills in all activities, such as talking on the telephone or fitting together word puzzles. Not all adults, however, have the skills they need to cope with the variety of differing stages of English language development, and little extra specialist support is provided. Both in the nursery and reception classes, pupils are taught the basic skills of literacy satisfactorily. In group or whole-class lessons, good thought is given to

promoting correct habits in speaking and listening. Talk in English is always encouraged, with an understanding of how to increase the children's vocabulary. All adults give good support in this work.

90. Careful thought has been given to promoting children's enjoyment of stories and imaginative ideas. This begins well in the nursery, where imaginative role play motivates children well. Children can retell familiar stories such as 'The Gingerbread Man'. This provides a good foundation for learning and helps to support the satisfactory progress children make, and allows them to reach the standard expected in national guidelines. All children attempt to form their letters correctly, write their names and copy what their teachers write. It is likely that by the time they leave the reception class, a few will be able to write sentences.
91. Few children have a secure knowledge of all the phonic sounds and so only a small minority can sound words out. Almost all reception children, however, respond well to stories, recognise that text has meaning, tell the story using picture clues and read a few common words. They listen more attentively and talk more confidently than when they join the school, although their range and use of vocabulary is slightly below average.

Mathematical development

92. The teaching of mathematical language and skills is satisfactory overall. Most children entering the nursery have limited understanding of number and mathematical concepts. The attention given to developing mathematical vocabulary helps children to make satisfactory progress in this aspect. Children in the nursery make good progress in recognising and ordering numbers, grouping objects into sets, accurately identifying shapes and developing early measuring skills when they compare size and quantity. A range of good practical activities is planned, which motivate children well and help to keep them on task.
93. The children's mathematical skills continue to progress satisfactorily in the reception class. Higher attaining children make good gains in their learning and count with accuracy up to twenty. Most children create repeating patterns using coloured beads and blocks. They have a satisfactory understanding of mathematical vocabulary such as 'more' and 'less', 'bigger' and 'smaller', but find difficulty in understanding the concept of 'one more'. The higher attaining children are beginning to make number sentences with numbers one to ten. Most children are likely to achieve the nationally expected standards in mathematics by the time they are five.

Knowledge and understanding of the world

94. The quality of teaching and the provision for children to develop knowledge and understanding of the world around them is satisfactory. Children have been learning about winter. They stick together twigs, leaves and other natural materials to form a collage. These activities promote children's scientific learning. They talk about winter and the appropriate clothing to wear in the cold weather. Children play enthusiastically in the role-play areas, although the opportunity is missed to adapt the home corners to match the topic.
95. Children begin to acquire a secure understanding of life in the past and today, particularly through their visits to the local area and beyond. Adults continually help children to explain what they observe and link it to geographical, historical or scientific knowledge. Using the computers, children in the nursery understand that the mouse will make things move on the screen. In the reception class, they paint pictures and count numbers on the screen. The range of software is limited and there are few programmable and communication toys.
96. Spiritual development is promoted through daily prayer, which the children recite with care and meaning. Opportunities for cultural development are more limited, although they listen to, write about and paint pictures of African stories such as 'Handa's Surprise'.
97. Aspects of designing and making are satisfactorily developed. In the nursery, children have regular opportunities to make models using recycled materials and construction equipment. In the

reception class, they saw how materials changed when making biscuits. Most children achieve the expected standards by the time they are five years of age.

Physical development

98. The development of the outdoor play area has been a major factor in helping the children to make satisfactory progress in improving their physical skills. A child with special educational needs was encouraged to learn how to ride a bicycle and improve his balance when climbing over the apparatus. The activities planned for the children in the reception class, by contrast, do not involve further and more advanced learning. Whilst the hall is used for music and movement, progress is hampered by the lack of space.
99. Skills in fine movements improve through the handling of objects such as puzzles, the use of pencils, crayons, and other resources for art and craft activities. By the time children leave the reception class, most have developed the expected skills in cutting, sticking and shaping materials. Opportunities are provided to develop children's co-ordination, such as the use of balls to improve their throwing and catching skills.

Creative development

100. When they join the nursery, only a few children can draw more than simple lines on a page. They quickly learn to draw patterns, animals and people and, by the time they move on to the National Curriculum, most can express themselves effectively with different media and techniques. They enthusiastically use the puppet theatre to play out the story of 'The Three Little Pigs'. The activities provided for role play are at times limited, and, due to restricted space, the dressing-up clothes and musical instruments are kept only in one classroom. Good use is made of the shop and the children are good at buying things, taking turns to play the 'buyer' and the 'seller'. Good thought is given to promoting creative development through retelling stories using story props, such as puppets, to help the children to understand the concept of size.
101. Music, dance and drama are taught together, using a taped programme. This allows good opportunities for the children to develop their imagination and creative expression. In the nursery, the children dance and sing spontaneously. At times, however, children become over-excited and lose control. At worst, this results in little learning taking place during the lesson, and teaching becomes unsatisfactory. In the reception class, the children sang 'Down In the Jungle' remembering both the words and the actions. Most children achieve the expected standard in creative development by the time they are five years of age.

ENGLISH

102. Inspection evidence shows that standards are broadly average in the current Year 2, although attainment in Year 6 remains below average, largely because of the high proportion of pupils in this year group having special educational needs. This is well below the standards reported at the time of the last inspection, but there are a number of reasons for this. The catchment area of the school has changed since it moved to its present site six years ago and, as a result, the percentage of pupils having special educational needs has increased, as has the number of pupils having English as an additional language.
103. In speaking and listening, attainment is average in Year 2, but below average in Year 6. Higher attaining pupils in Year 2 listen well and speak with a fair degree of confidence, in a range of contexts. A significant minority of pupils, however, tend to answer with one word and are often inaudible. In Year 6, higher attaining pupils respond and engage well when discussing texts, although many pupils find it difficult to explain their ideas and opinions. When asked, for example, to describe what makes a good story opening, they provided examples with which they were familiar or focused on the type of story rather than the actual characteristics of effective openings.
104. Where teachers make speaking a central focus of the lesson, and where pupils have been specifically prepared, many rise to the occasion and demonstrate good skills in role play. In a very

good Year 5 history lesson, pupils had been given homework in which they had to plan their roles as Victorians participating in a public meeting to discuss the impact of building railways in Fulham. In this lesson, pupils demonstrated good skills in staying in role and arguing for a particular point of view. The subject leader is aware of the need to systematically develop this skill further and has developed an effective scheme to assess speaking and listening.

105. Attainment in reading in Years 2 and 6 is broadly average. In Year 2, the majority of pupils read a range of texts with a fair degree of fluency and accuracy, whilst higher attaining pupils read with expression. They tackle unfamiliar words using phonics, and use contextual clues to determine the meaning of text. High attaining pupils recognise the meaning of unfamiliar vocabulary and express preferences. They are familiar with the layout of non-fiction books and use the contents and index pages to find information.
106. In Year 6, most pupils are highly motivated, confident and read in a range of genres. They talk about the plot and characters in some detail and justify their preferences. Pupils of lower attainment are keen to read and use phonic skills to tackle unfamiliar words. However, they often read hesitantly. The majority of pupils have used non-fiction books to help them to complete homework, particularly in history when they were researching information on Tudor explorers. All pupils keep an individual reading record with brief comments by teachers and points of action to inform their planning. Year 6 pupils maintain a reading journal in which they enter their own comments.
107. In guided reading, however, teachers do not keep assessment records to enable them to track the progress being made by individuals or groups or to inform planning to meet the needs of individual pupils. Library facilities have improved since the last inspection, but pupils are not allowed to take books home. Pupils can, however, take books home from class collections.
108. Attainment in writing is average in Year 2 and below average in Year 6. In Year 2, higher attaining pupils write extensively and at length, developing their ideas in sequence and using a range of punctuation correctly, including speech marks. Spelling is accurate and handwriting is legible. Pupils of average prior attainment write shorter pieces, but use punctuation inconsistently. Lower attaining pupils have poor spelling and difficulty in writing standard English.
109. In Year 6, higher attaining pupils write extensively and produce a variety of narrative and non-narrative texts. Writing is well organised with appropriate use of paragraphs, complex sentences ranging over different kinds of writing including; for example, poetry, newspaper reports, play scripts and pieces written in the style of particular authors.
110. The spelling of a high proportion of pupils is weak and these pupils often produce shorter pieces within a limited range of genres. Evidence from the analysis of work shows that pupils achieve appropriately over time, making gains in the use of punctuation and the organisation and range of their writing. Handwriting is legible, fluent and mostly joined. The presentation of work is often good.
111. The quality of teaching is satisfactory overall. In the best examples, teachers have a good knowledge and understanding of the literacy strategy reflected in effective methods, high expectations and well-planned activities. Lessons are clearly focused to provide pupils with ample time to rehearse specific skills, which are carefully demonstrated.
112. Teachers' effective use of questions helps pupils to consolidate knowledge and respond critically. This was well illustrated in a Year 3 lesson on writing instructions. Effective questioning was used to help pupils to identify key features, prompting pupils where necessary, and requiring them to justify why these features were important. The teacher ensured that as many pupils as possible were involved in the discussion and skilfully used the introduction as a rehearsal for the independent task. She illustrated the key features they would need to use and carefully explained how the work was to be carried out, making her expectations clear for each group. A distinctive strength in English is the thorough and effective marking of written work both in terms of the detailed comments provided and the clarity of the messages to pupils on what they are achieving

and where they need to improve. As a result, the pupils were fully engaged and worked at a good pace, with most completing the task successfully.

113. Marking is well understood by pupils because it is always against clear objectives, which are carefully recorded by the pupils at the top of each piece of work. In lessons where teaching was less effective, this was usually due to the teacher not explaining the learning objectives thoroughly and then using them to assess learning. In other lessons which were otherwise judged to be satisfactory, the information gathered on what pupils know and can do is not being used to match the work to different abilities or to set targets for pupils with English as an additional language.
114. The school uses the literacy framework appropriately and has modified it in the light of practice; for instance, in increasing the emphasis on extended writing. A wide range of assessment tools is used and a sound start has been made in tracking pupils' progress. Except with reference to writing, however, assessment information is not used effectively to identify pupils who are exceeding or falling short of expectations. The monitoring of the achievement of different groups is also in need of development. The co-ordinator has good subject knowledge and is an effective practitioner, but has not yet had sufficient time to have an impact on standards. Recently, she has not had sufficient time to monitor teaching and learning, although this has been carried out in the past.
115. There are good examples of the use of literacy skills in other subjects, notably in science, history and religious education, but other subjects also need to contribute to the development of literacy. The use of ICT in the subject is sound, with one excellent example of project work involving pupils and authors resulting in an information exchange with other schools through electronic mail to create an anthology of stories. There is, however, scope for further development, as there are missed opportunities for the regular use of ICT for drafting and redrafting.

MATHEMATICS

116. Pupils' standards on entry to the school are broadly average, with some fluctuations from year to year. By the end of Year 6, observations during the inspection show that standards are at the national average. Analysis of the progress pupils make through the school shows that the pupils' achievement is satisfactory, reflecting the standards achieved by similar schools in 2002. The school has recognised the below average performance of some of the higher attaining pupils and is focusing on raising the attainment of the Year 6 pupils.
117. Standards are well below those reported at the previous inspection in both Years 2 and 6. There are, however, significant factors that explain the lower attainment and inconsistencies in progress, despite the overall good teaching. A considerable number of pupils live in difficult circumstances and a high number of pupils in Year 6 have special educational needs. Recent changes in staff throughout the school have compounded the situation, resulting in some variations in the standards of teaching. Currently there is little difference between the standards attained by girls and boys.
118. In Year 2 standards are average. Progress overall is satisfactory, but higher attaining pupils in some classes do not achieve as well as they could. Some teachers do not have high enough expectations and do not effectively build on pupils' prior attainment, because they do not use fully the information gained from tests in their subsequent lesson planning.
119. The school is developing strategies to improve standards and progress. The Year 6 class, for example, is split into separate attainment groups for mathematics lessons. Higher attaining pupils have been identified and are provided with regular intensive sessions in numeracy, which are already having an impact on raising standards.
120. The trend in performance matches the national trend. Over recent years, there has been a steady improvement throughout the school, with the exception of 2002 when the pupils' results in Year 6 were below the national average, but matched the average of similar schools. Pupil mobility and

the high incidence of pupils with special educational needs in the year group are key factors in explaining this dip in standards.

121. By the end of Year 2, most pupils have a sound knowledge of the size of numbers and where they fit on the number line. Pupils in Year 2 were seen confidently counting in groups of twos, fives and tens. Whilst higher attaining pupils know some multiplication tables off by heart, a number of pupils are still relying on finger counting. Most pupils in Year 2 are able to double numbers accurately, although mental skills are generally underdeveloped. Most are able to carry out simple addition and subtraction calculations. Higher attaining pupils have a good grasp of the relationship between addition and subtraction and successfully apply their knowledge that subtraction is the inverse of addition.
122. In their work on shape, most pupils recognise and describe the names of common shapes such as rectangles, circles and triangles and some are able to identify attributes such as, edges, sides and faces. Most use rulers with increased accuracy and higher attainers are beginning to use mental strategies in solving problems. Pupils are beginning to apply their mathematical skills in other subjects. Year 1 pupils, for example, were able to identify straight and curved lines and semicircles on the playground in their physical education lesson.
123. In Year 6, most pupils are working confidently within the expected levels of the National Curriculum and some are able to complete parts of the more advanced levels. Most understand place value up to 1,000 and can multiply whole numbers by ten and multiples of ten. The majority of pupils add and subtract numbers to one decimal place, writing their calculations on paper. Higher attaining pupils use all four number operations to two decimal places and are able to calculate fractions and percentages of numbers and quantities. They understand that multiplication is the inverse of division and use this to check results. Pupils carry out calculations involving division of three-digit numbers showing developing ease with division, and demonstrating skills in splitting numbers.
124. These skills are developed earlier in the school. Year 5 pupils, for example, halved two-digit numbers correctly by a process of breaking them down into sets for easier calculations. In their work on angles, the majority of pupils estimate, measure and identify a range of angles using a protractor skilfully to measure and draw angles. Their vocabulary is becoming more specific and during the week of the inspection pupils in both Years 5 and 6 used terms such as 'amount of turn', 'vertex' and 'arc' with increasing familiarity.
125. Pupils with special educational needs or having English as an additional language are appropriately supported and make satisfactory progress overall. Pupils develop their skills of numeracy in other subjects satisfactorily throughout the school. There are examples of work on data handling in science and geography. Pupils make good use of information and communication technology to help them to develop their mathematical skills. In a Year 2 lesson, for example, pupils controlled a 'floor turtle' by putting in simple commands, and this reinforced their understanding of shapes. In Year 6, most pupils are able to enter data correctly on a spreadsheet.
126. The quality of teaching is good. Where teaching is good, teachers plan in detail. They ensure that all pupils receive teaching that challenges them at an appropriate level. Because most teachers plan for the full age and attainment range, pupils learn appropriately, making satisfactory progress, and behaviour is good. Most teachers are confident in using the National Numeracy Strategy. Consequently, most lessons have a clear structure that helps pupils to learn in a sequential and well-organised way. Teachers make increasingly good use of available resources to bring lessons alive and there is a strong focus on the use of mathematical vocabulary.
127. In a very high quality lesson in Year 5, the teacher made excellent use of a large protractor and a 'geo-strip' to demonstrate measure and calculations of acute and obtuse angles, reinforcing the learning by very good use of an ICT program. The group activities were stimulating and tightly geared to the specific needs of her mixed-ability class. Throughout this lesson the needs of pupils with special educational needs and English as an additional language were well met. These pupils were encouraged to talk through their understanding of the subject. This high quality instructional teaching with insistence on the pupils using the correct vocabulary resulted in effective learning by

all the pupils. Sometimes, however, teachers do not move the lesson along at a good pace or match the group activities with sufficient rigour so that all pupils are suitably challenged.

128. Teachers manage pupils very well, supporting those who need extra help and making sure that the atmosphere is conducive to learning. As a result, pupils learn in a stress-free atmosphere without interruption. Homework is used successfully, which encourages pupils, teachers and parents to work together. Pupils with special educational needs and English as an additional language are supported appropriately. Target setting for all ability groups is a developing strategy for raising attainment.
129. A good policy, together with long and medium-term planning, provides an effective framework for teaching and learning. All aspects of the subject are planned for; an improvement since the previous inspection. Assessment procedures are satisfactory, although the information gathered is not used consistently to inform future planning. As a result, higher attaining pupils do not achieve as well as they could.
130. The management of the subject is sound. The co-ordinator is aware of what needs to happen for standards to improve even more rapidly. She knows, for example, that there is a need to improve pupils' problem solving skills and to provide more challenging teaching for the higher attaining. There are currently no opportunities for the co-ordinator to monitor teaching and learning to ensure consistency throughout the school. Resources are of good quality, well organised and efficiently used.

SCIENCE

131. At the time of the last inspection standards in science were above the national average. Whilst there was a dip in the results for 11-year-olds in 2002, there has been an underlying upwards trend over the last four years. Work seen during the inspection shows improvement since last year. The hard work and effort by the staff have helped most pupils to reach average standards. Overall, pupils' achievements, including those with special educational needs and those for whom English is an additional language, are satisfactory. However, a significant proportion of high attaining pupils are achieving less well than they should; they, and in fact all pupils, have too few opportunities to engage in experimental and investigative work.
132. Pupils in Year 6 make straightforward observations of the outcomes of practical work, recording them on charts and in simple graphs. They understand scientific concepts such as reversible and irreversible change and investigate the force of gravity. One pupil explained, "gravity prevents you from floating". Pupils in Year 5 are reaching good standards in their work on evaporation and condensation, making careful observations of an ice cube held over a beaker of warm water. These pupils take pride in their work, which helps to raise their confidence and self-esteem. Pupils record their work in a scientific way, using appropriate vocabulary and diagrams. They formulate tables from their data and draw graphs, which contributes to their numeracy skills.
133. By Year 2, most pupils can make simple observations and are beginning to learn scientific facts such as the names of the senses, the parts of the body, animals and their young. Some work has good features; for example, in grouping together different types of materials. Pupils are excited by their work, developing a sense of wonder at different types of materials. Pupils are not, however, sufficiently encouraged to use their speaking skills in attempting to explain what they have seen. Higher attaining pupils only occasionally work to an above average standard. There are weaknesses in the presentation of some pupils' work, and some is left unfinished.
134. Teaching during the inspection was satisfactory overall, with good teaching in two lessons. Analysis of pupils' work, however, showed some unsatisfactory teaching over the course of the year, particularly in the scope of work for higher attaining pupils and in assessment and marking. Where the teaching is good, teachers have good knowledge of the subject, use questions effectively, pace their lessons well and have high expectations of the pupils in terms of behaviour and learning. One teacher makes good use of the overhead projector to hold pupils' attention, although more use could be made of ICT to support learning. In a minority of lessons otherwise

judged to be satisfactory, time is not managed well and teachers spend too long on the introduction, rather than allowing pupils to get on with the investigations. Some teachers do not use assessment and marking effectively to help pupils to improve their work.

135. The role of the co-ordinator is satisfactory, but is being further developed to include the monitoring of teaching and learning and to ensure that planning provides for the systematic development of pupils' knowledge, skills and understanding, particularly in investigations and in designing experiments. The co-ordinator is drawing up an action plan for improvement, to be included in the school improvement plan.

ART AND DESIGN

136. Standards reached at the end of Years 2 and 6 are average, although there are examples of very good quality work resulting in above average standards and achievement. In a Year 5 lesson, for example, pupils produced still life collages of an above average standard. The school is seeking a Silver Artsmark Status.
137. The previous inspection found that the school was not covering the National Curriculum in sufficient depth, that there were limited opportunities for pupils to develop their art skills and that some teachers lacked confidence in teaching this subject. This is not now the case. An examination of all teachers' planning, and discussions held with the co-ordinator show that the subject is now covered appropriately.
138. By Year 2, pupils' attainment is generally in line, and sometimes above, national expectations. Pupils make satisfactory progress in their skills and understanding of art, craft and design. They successfully learn a wide range of techniques and incorporate this knowledge into imaginative work. In a Year 2 lesson, pupils investigated materials and explored collage techniques, handling scissors with skill. A few were able to use sewing needles safely and produce a running stitch.
139. Around the school there is evidence of a broad art and design curriculum. In photographs seen, collage work was used to produce an illustration of the school and pupils have also made puppets. This work is of a high standard. There is evidence of pupils having learned to mix colours and use pastels in different ways. Mexican paintings are of a satisfactory standard, showing links to their work in geography.
140. Most pupils, including pupils with special educational needs and those for whom English is an additional language, achieve satisfactorily in relation to their prior attainment as they move through the school. By the end of Year 6, pupils continue to develop their observational skills and techniques to an overall satisfactory standard. Older pupils have undertaken drawings; for example, of fruit and vegetable displays from first-hand observation. These cover a range of processes and techniques involving the use of pencils, pastels and ICT skills. Standards are, however, inconsistent. Sketchbooks are used, but the amount of work in some classes is sparse and the quality is variable.
141. Assessment by the teachers sometimes fails to provide the pupils with clear information on how to improve their techniques. This results in the standard of some work falling short of expectations. In Year 3, pupils have produced satisfactory artwork on repeated patterns linked to textiles. Pupils' skills in three-dimensional work are a developing area. In Year 6, there was a good quality three-dimensional design of a scene from the novel 'Goodnight Mr Tom'. The quality and variety of the work was impressive, showing very good technical skills and an eye for detail. There is, however, a limited amount of work in the classrooms. Some use is made of ICT to research the work of artists and experiment with the appropriate painting programs. Pupils take note of the stylistic features of many well known painters, including the celebration of a few artists from different cultures.
142. The quality of teaching is good and leads to good achievement in lessons. Strengths include the teachers' good knowledge of the subject, focused questioning and precise use of technical language. Planning is thorough and the teachers are well prepared, so that lessons run smoothly. Support staff are generally knowledgeable and well briefed, resulting in good support that

enhances the pupils' learning. Teachers demonstrate new techniques well and encourage pupils to use new techniques and experimenting is encouraged. In an excellent Year 5 lesson, where pupils were creating collages, the teacher asked questions about the properties of the materials they were using, eliciting appropriate art vocabulary from many pupils. This resulted in the pupils increasing their understanding of the properties of materials and producing detailed and high quality collages.

143. Effective learning is also linked to the teachers' high expectations of quality work and behaviour. As a result, pupils take the initiative, work individually and in groups and behave very well. Very good use is made of discussion to help pupils to evaluate their own designs and models. A developing feature of lessons seen is the links made with other subjects. In a Year 4 lesson on Indian pattern making, pupils used their ICT skills to improve their understanding.
144. Management of the subject is good. The subject co-ordinator is well qualified, but is currently not able to monitor teaching of the subject. There are strong links with a local high school, which specialises in the arts. This is helping to raise the standards of art and design in the school. Very good use is made of a school governor, who is an art specialist and has special responsibility for the school's art and design curriculum. She liaises closely with the art and design co-ordinator and supports teachers in the classroom. The school's art and design policy is comprehensive and it has adopted the nationally recommended guidelines as their scheme of work. Resources have been improved since the previous inspection. They are of a good range and quality, are well used by the staff and are instrumental in raising standards.

DESIGN AND TECHNOLOGY

145. The provision for design and technology has improved substantially since the last inspection and standards are now average, even above average in some areas. Pupils' achievement is satisfactory and they reach average standards. Pupils with special educational needs and those for whom English is an additional language, play their full part in all activities and make satisfactory and on occasions, good progress.
146. Timetabling arrangements during the inspection meant that it was only possible to see two lessons, in Years 1 and 6, both of which were good. It is not possible, therefore, to make an overall judgement on the quality of teaching. The judgement on standards is made following a review of planning, a scrutiny of pupils' work and discussions with teachers.
147. From the evidence of pupils' work it is clear that pupils understand what is expected of them and use the correct vocabulary. In Year 4, pupils successfully made Christmas cards, studying how to join materials in a variety of ways and making their cards 'pop up'. Overall, however, the work seen suggests that all pupils tackle the same tasks, with no particular challenge for the higher attaining.
148. In the well planned and managed Year 6 lesson, pupils were encouraged to discuss ideas and use drawings to help to work out design solutions for making a pair of slippers. They could understand the sequence of planning, designing, making and evaluating the finished product. When designing their slippers, pupils used a well-prepared sheet on which they wrote down the materials they would use and step-by-step instructions on how they would proceed. They practised a range of sewing skills, learning running stitch, appliqué and how to operate a sewing machine.
149. In the Year 1 lesson, pupils were enabled to plan for a particular group of people to encourage them to eat more fruit and vegetables. Pupils responded well, talking enthusiastically about the types of product they might make, such as a fruit or vegetable salad or a fruit drink. Their social development was well supported as they discussed in groups the most appropriate fruits and vegetables for their target audience.
150. The leadership and management of the subject are satisfactory. Teachers are using the scheme of work incorporating recent National Curriculum guidance. Class teachers have yet to undertake ongoing assessment of pupils' understanding and performance in respect of specific skills. Too little use is made of information and communication technology to support further learning.

GEOGRAPHY AND HISTORY

151. Timetabling arrangements meant that it was not possible to see any geography or history lessons in Years 1 and 2 during the inspection. Evidence from an analysis of work, scrutiny of planning and discussions with teachers indicates that by the end of Year 2 attainment in both subjects is average, with achievement being satisfactory in both subjects. By the end of Year 6, standards in geography are average, but they are above in history. Pupils achieve satisfactorily in geography and well in history.
152. In their study of a remote Mexican village, Year 2 pupils showed a sound understanding of key features and aspects of village life. The majority of pupils begin to develop satisfactory enquiry skills as they use photographs and short texts to ask questions, extract information and represent their findings in writing. They identify key human and physical features on the fictional island of Struay and mark them on a map of the island, comparing them with their own locality. In history, Year 2 pupils show a satisfactory understanding of Remembrance Day and why it is celebrated. Pupils build on their earlier work as they move through the school.
153. In geography, Year 3 pupils can recall features of their locality. Higher attaining pupils show a good understanding of the key human and physical features, including some recent changes in the surrounding area. In Year 6, pupils can identify major mountains within the British Isles and the world, marking them correctly on a map.
154. In history, Year 5 pupils discuss the advantages and disadvantages of the arrival of railways during the Victorian era. Through role play, in which they act as Victorians attending a public meeting, higher attaining pupils show good skills in speaking from a particular perspective and intervene appropriately when others express their opinions. In Year 6, pupils show sound understanding and knowledge of the achievement of Tudor explorers, with higher attaining pupils using different sources of information to plot the itinerary and key events in Drake's voyage around the world. Most pupils use texts effectively to extract information and present their findings in discussion with the teacher.
155. In both subjects, pupils, including those with special educational needs, make satisfactory gains in their learning. In history, pupils are increasingly using historical evidence from a variety of sources to support their findings. Pupils' attitudes to both subjects are positive. They listen attentively, work collaboratively on tasks and show curiosity, which contributes to the progress they make.
156. The quality of teaching in history and geography is satisfactory. It is sometimes very good in history and, as a result, standards are above average in Year 6. In the best teaching, effective links are made to previous work enabling pupils to draw on what they already know, for instance, when discussing physical and human features of different places or when they revisit their previous knowledge of the Tudors. Good use is made of resources to bring the subject alive when, for instance, pupils record their findings or use texts and ICT when researching information. Pupils develop their literacy skills in both subjects when, for example, writing a draft plan of a mountain expedition. The use of role play in history enables pupils to develop their speaking and listening skills. Written work is effectively assessed, with pupils having a clear idea of what has been achieved and where they need to improve. Teachers do not, however, always effectively identify and address the needs of pupils having English as an additional language to ensure that they have full access to the activities and are working to their full potential.
157. The provision for history and geography has improved since the last inspection and pupils' experience in both subjects is widened through extra-curricular activities and fieldwork. Assessment procedures are appropriate in both subjects with a clear identification of what different groups achieve. The information is not yet, however, used to inform planning. Satisfactory use is made of ICT in both subjects, although there is still scope for identifying opportunities more systematically. Some good examples were seen of using ICT in history to find information and to

represent it in graphical form. The co-ordination of both subjects is satisfactory. The monitoring of teaching and learning has been limited recently to planning and the occasional analysis of work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

158. The school has made good progress since the last inspection in raising standards in ICT. Standards reached at the end of Years 2 and 6 match the levels expected nationally and pupils' achievement is satisfactory. The previous inspection found that there was no co-ordination of the subject. The school was not covering the National Curriculum in sufficient depth in the controlling and monitoring strand of ICT and some teachers lacked confidence in knowing how to use ICT. As a result, the attainment of pupils was variable and they did not all achieve as well as they could.
159. The school has updated and increased the range of equipment and, with the exception of the nursery and reception, all classes have at least two computers. ICT resources, however, are limited and, as a result, pupils do not have enough opportunities for regular access to computers. The school is, however, well supported by a local computer learning centre. The centre is well equipped and the school makes good use of this facility.
160. The school has provided in-service training, which has improved the quality of teaching, particularly in the direct teaching of skills. The various improvements have taken place during a period in which ICT teaching and standards have improved rapidly nationally and the school has improved sufficiently to make up the deficit noted in the last report.
161. The school is continuing to develop opportunities in most subjects for all pupils to improve and develop their ICT skills, thus sustaining the good practice observed in the previous inspection. In English, for example, pupils in Year 6 used their developing research skills in accessing the Internet to compile evidence for their debate on the exploitation of Third World employees in the textile industry. In an art and design lesson in Year 5, pupils used a program very skilfully to create a picture of still life objects, showing skills in using colours, patterns and manipulating graphics. In science, Year 6 pupils logged temperatures using a control program. Pupils requiring extra support in English and mathematics are provided with opportunities to use the computer to improve their skills. Despite these improvements, the limited resources hamper pupils' access to ICT and this constrains achievement in the subject. The school is aware of this and teachers do their best with the equipment available.
162. Pupils in Year 2 are competent in using the mouse and are beginning to develop typing skills using the keyboard, identifying letters, using the space bar, capitalising and using delete and insert. They know how to change the font size and can save their work. Pupils use the computer to generate pictures and are able to log on and off to start and finish their work. They are developing skills in controlling a device and entering simple instructions. In a Year 2 lesson, pupils were able to use a programmable toy, controlling its backward and forward movements.
163. By the end of Year 6, pupils use word processors to organise and present their work. They use the computer confidently to draw a range of angles and measure them accurately by manipulating the on-screen protractor. Older pupils help one another to gain access to the Internet. They know how to start the program and log on to the site using username and password. Their ICT vocabulary is developing well, using words such as 'scroll down', 'maximise' and 'email address' with confidence. Higher attaining pupils are able to enhance their texts by selecting elaborated fonts and downloading suitable illustrations. Their research skills are being developed well through the use of CD-ROMs, and logging on to the Internet to search for and display specific information. In history, the older pupils talked with impressive familiarity about using different websites to access information for their Tudor and Victorian topics. This research strategy resulted in a secure understanding of Tudor explorers.
164. Overall, the majority of pupils are making sound progress in the development of their ICT skills. They are keen to demonstrate their skills and talk confidently about their work. Pupils with special educational needs and English as an additional language benefit from the support of other pupils as well as support from adults. Pupils talk about trying things out at home, especially using the

Internet to find information. ICT makes a good contribution to raising pupils' cultural awareness and developing their social skills

165. The quality of teaching throughout the school is satisfactory. Teachers now have a better knowledge and understanding of the subject. In an ICT lesson in Year 1, the teacher instructed the pupils in well-organised sequenced steps. She used precise technical language whilst expecting the pupils to respond accurately using the correct ICT vocabulary. Throughout the lesson she carefully evaluated pupils' progress. Lesson planning is detailed and provides appropriate learning objectives and activities. These cater well for all pupils' needs. Teachers make good use of the overhead projector so that skills can be taught to a large group. As a result, common difficulties can be dealt with promptly, learning can be checked and pupils can act as exemplars for other pupils. Teachers make good use of the limited school resources, which are complemented by the regular use of the local ICT centre.
166. The subject is well managed and led. The co-ordinator has worked hard to improve the provision for ICT. She has secure knowledge of the subject and a clear awareness of what needs to be done to improve the school's ICT provision. There is good quality planning, based on National Curriculum guidelines and covering all areas of the National Curriculum. Assessment is a developing area and the co-ordinator has rightly identified the need to develop further the assessment to support more effectively teaching and learning.

MUSIC

167. The school provides satisfactorily for music. Clubs, recorders and singing and extra-curricular activities such as participation in the School Proms last term, suitably enhance the appropriate music curriculum. Music is used innovatively to support the school's behaviour management programme for pupils with special educational needs and to extend the talents of the higher attaining pupils with opportunities for performance.
168. During the inspection, it was possible to observe only three lessons. As a result, there is insufficient evidence to make a judgement on standards, achievement and the quality of teaching and learning. Inspection evidence shows that Year 6 pupils write expressively when they evaluate their favourite pieces. One pupil, for example, was impressed by the singing of Catatonia, "Thanking the Lord that she is Welsh". In a Year 4 lesson, pupils responded well to extracts from 'Peer Gynt'. With support they began to think about how music can affect mood.
169. Years 2 and 3 pupils learn about rhythm. Younger pupils move with control, in time to the beat of percussion instruments, whilst the older pupils chant familiar rhymes such as 'Jelly on the plate'. Pupils learn how rhythm can be described through notation. Pupils enjoy music lessons especially when a calm working atmosphere is established, and they participate confidently. Teachers are sensitive to pupils' needs and manage pupils in a consistently positive and respectful way in line with agreed procedures.
170. Good integration with the arts, such as the celebration of Black History Month or a visit from Drummers of Ghana promotes cultural development. Music satisfactorily enhances the daily act of collective worship; for example, by helping to establish a reflective atmosphere. The singing, however, in assemblies and in hymn practice is variable. The quality of singing improves and is more tuneful and enthusiastic, when accompanied by the piano or supported by the confident voices of the choir. The subject makes a good contribution to pupils' spiritual development.
171. The leadership and management of the subject are satisfactory. The co-ordinator is very new to the role, but has a good overview of what needs to be done in the subject. Her action plan is to be incorporated into the school improvement plan. Limited use is made of information and communication technology to add to the learning in this subject.

PHYSICAL EDUCATION

172. The school's planning shows that it offers a broad and balanced physical education programme. During the inspection, however, lessons were observed only in games skills and so it is not possible to make an overall judgement about standards. Records show that standards in swimming are average. By the end of Year 6, most pupils can swim 25 metres. Pupils are given very good opportunities to take part in competitive sports. All activities are open to both boys and girls.
173. The very good provision in physical education enables all pupils, including those who have special educational needs and those from minority ethnic groups, to make satisfactory progress. Pupils of all levels of attainment make good progress in games and standards in this aspect have improved since the previous inspection. Pupils with special educational needs make a similar rate of progress to others in their year group.
174. By the end of Year 2, standards in games skills are similar to those found in most schools. Pupils are quite confident in their movements and are beginning to acquire the skills of throwing and catching as they develop an understanding of hand and eye co-ordination techniques. They practise and refine their skills as they work with a partner. Pupils' skills are better in performance than in evaluation.
175. By Year 6, the skills of spatial awareness and different ways of travelling and turning developed in gymnastics are effectively used in games. Pupils respond well to changes in speed and direction. In a cricket lesson the skills of Year 6 pupils in striking and throwing a ball improved as the lesson progressed. Pupils become increasingly adept in skills using balls and develop a sound understanding of the strategies associated with attack and defence games. They were competitive and demonstrated good skills in avoiding other team members and in employing the right tactics to take advantage of the other team's weaknesses. A significant number of Year 6 pupils demonstrated above average skills in striking and bowling the ball in their cricket lesson. They are developing skills and experience in assessing their own performance and other pupils' performances.
176. Pupils understand the need for a warm-up activity. They understand the need for safe working and comply with the regulations about removing jewellery and wearing appropriate clothing. They understand the importance of physical education in keeping healthy.
177. The quality of teaching in the lessons seen was satisfactory. The lessons were carefully planned and included opportunities to warm up and cool down. In some lessons, teachers showed good knowledge of the subject, managed pupils well, gave demonstrations of correct technique and effective feedback to pupils on their performance. In a Year 6 games lesson, for example, the teacher improved the pupils' catching skills by showing them the correct body posture and positions for receiving a ball. In lessons otherwise judged to be satisfactory, weaknesses in organisation resulted in pupils not working as hard as they should. They were not making enough progress in developing their individual striking skills as resources for the lesson were insufficient and pupils were not consistently challenged to improve their skills.
178. Most pupils display good attitudes towards their work, enabling them to learn effectively. They enjoy the subject, get changed quickly for lessons and respond immediately to instructions. In both lessons, when given the opportunity, they try very hard, are prepared to demonstrate their skills and respond well to suggestions for improving their performance. Opportunities for making links with other subjects are a feature of lessons. In a Year 1 lesson, for example, the teacher made links with mathematics when referring to semicircles, straight and curved lines when directing the pupils' movements.
179. The school provides an impressive range of sporting activities out of school, including football, basketball, tennis and gymnastics, which is open to both boys and girls from Years 1 to 6. Qualified coaches make regular visits to the school to work with groups of pupils. During the inspection week football coaching was observed during lunchtime. It was well organised and popular, making a good contribution to improving pupils' games skills. The pupils regularly take part in competitions against other local schools.

180. Management of the subject is good. The subject co-ordinator is experienced and well qualified, but does not currently have time to monitor teaching and learning in the subject. There have been improvements in planning, resources and accommodation for physical education since the previous inspection. A policy and scheme of work closely matches the new curricular requirements. The use of the information gathered on what pupils know and can do to improve and extend skills is underdeveloped. Resources are good. The playground and grounds have been developed extensively since the previous inspection. As a result, pupils of all ages improve their physical skills.