

INSPECTION REPORT

CHESTERTON PRIMARY SCHOOL

Battersea

LEA area: Wandsworth

Unique reference number: 101003

Headteacher: Mr H Cowd

Reporting inspector: Mrs J Coop
31862

Dates of inspection: 31 March – 3 April 2003

Inspection number: 246096

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Dagnall Street Battersea London
Postcode:	SW11 5DT
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Tuck
Date of previous inspection:	29 January 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
31862	Julia Coop	Registered inspector	Physical education Foundation stage Educational inclusion Special educational needs	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9958	Tim Page	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
5535	Robert Helliwell	Team inspector	Science Design and technology	How well is the school led and managed?
16773	Raminder Arora	Team inspector	English Religious education English as an additional language	
22578	Gavin Jones	Team inspector	Art and design Geography History Information and communication technology	
32585	Penelope Todman	Team inspector	Mathematics Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This larger than average school, is situated in Battersea, in an area that is economically and socially deprived. It is part of an Education Action Zone. There are currently 321 pupils on roll, including 20 children who attend the nursery on a full time basis. Children's attainment on entry is very low when compared to the national average. The school's population is ethnically and culturally diverse and approximately 50% of the pupils' are from Black Caribbean heritage, and Black African heritage and 10% of the pupils are refugees or asylum seekers. A very high proportion of the pupils are speaking English as an additional language with 7% at the early stages of language acquisition. The turnover of pupils is very high with around 24% of pupils joining or leaving the school other than at the usual time and this has an adverse effect on the standards of attainment achieved. Approximately, 20% of pupils in the school are identified as having special educational needs, which is above the national average. Currently no pupils have statements of special educational needs. Fifty-seven per cent of pupils are eligible for free school meals, which is well above the national average. The school has difficulty recruiting and retaining permanent members of staff and five members of staff are newly qualified teachers. Out of the 16 full time members of staff, 6 are from overseas.

HOW GOOD THE SCHOOL IS

This is an effective and improving school with a number of strengths and a few weaknesses. The school has a very positive ethos and provides a supportive community where pupils can develop in confidence. Children in the Foundation Stage classes are well prepared for the next stage of learning. Although standards are still low in relation to national averages it is because of pupils' very low starting point, the high proportion of pupils with special educational needs and at the early stages of speaking English, and the high mobility of pupils. The majority of pupils who started school in Year 1, and leave at the end of Year 6 achieve well. The overall quality of teaching is satisfactory and often good. The headteacher provides good leadership. He is ably supported by the senior management team, who have a shared commitment to improve and are clearly aware of what more they need to do. The school provides satisfactory value for money.

What the school does well

- Children have a good start to their education in the Foundation Stage.
- Standards in music are above average at the end of Year 6.
- Teaching is good in Years 1 and 2. This makes a significant and important contribution to pupils' learning and progress.
- Very good arrangements are made for pupils' spiritual, moral, social and cultural development. This results in pupils' very positive attitudes to school life, good behaviour and very good relationships among pupils of diverse cultural backgrounds.
- Very good levels of care and personal guidance are provided for pupils and there is a very wide range of extra-curricular opportunities.
- Financial planning is good and the budget is managed efficiently.

What could be improved

- Standards in English, Mathematics, science, geography and religious education are below average at the end of Year 6.
- The contribution that the school's assessment arrangements make to raising standards.
- The role of the subject leaders in subjects other than English, Mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION.

The school was last inspected in January 2001 when it was judged to have serious weaknesses in a number of areas. The school has worked hard to resolve these issues, which have been satisfactorily addressed. All groups of pupils now make at least satisfactory progress. The percentage of pupils attaining nationally expected levels in English Mathematics and science, has increased, although

standards remain low. Subject leaders in these subjects now monitor standards and support colleagues well, but these roles need to be developed in other subjects. Information and communication technology (ICT) and religious education meet statutory requirements and the provision for pupils with special educational needs (SEN) is satisfactory. Assessment procedures in English and Mathematics are now good and used well by teachers but are not used effectively in other subjects. The leadership and management of the school has improved and staff now have a much clearer understanding of the way forward. The commitment shown by the headteacher and staff to further improvement in standards indicates that the school is well placed to continue its cycle of development and improvement successfully.

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	E	E	E	C
Mathematics	E	E	E	C
Science	E	E	E*	E

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

The table shows that, in the 2002 National Curriculum tests, pupils' attainment was well below the national average in English and Mathematics and within the lowest five per cent of schools in science. Compared to similar schools, results were average in English and Mathematics and well below average in science but the overall rate of improvement over a three year period has been faster than the national trend. In 2002, the school did not meet its unrealistically high targets, and sensibly revised them for 2003. Inspection findings indicate that although more realistic, the targets may not quite be met, due to the high turnover of pupils in Year 6. Inspection evidence shows that attainment at the end of Year 6 in Mathematics and science has however improved and is below average, but attainment in English is still well below average. Standards in reading are stronger than speaking and writing but the above average number of pupils speaking English as an additional language (EAL), incorrect spelling and insufficient opportunities to write at length and in a range of styles, in both English and other subjects, are a significant factor in the lower English standards. Overall pupils are achieving well given their very low ability when they start school but more able pupils are not achieving as well as they might in science, because the school is not challenging these pupils well enough.

Standards in 2002, at the end of Year 2 are well below the national average in reading and Mathematics and within the lowest five per cent in writing. When compared to similar schools, standards were above average in reading, average in Mathematics and well below average in writing. Inspection evidence shows that in the current Year 2, standards are below average in reading and Mathematics and well below average in writing. Reading remains the strongest area of learning because more able and many average attaining pupils are attaining expected standards.

Children in the Foundation Stage classes make good progress in all areas of learning, although by the time they start in Year 1 attainment is well below average overall, and below average in physical and creative development. By the end of Year 6, standards in music are above average, due to high quality specialist teaching. Standards in all other subjects are at an average level except religious education and geography, which are below average. This is mainly because over time pupils have not covered the curriculum in sufficient depth and teachers' planning remains inconsistent, so that pupils are not always given the opportunity to record their work in a variety of ways, or to develop their skills through debates or

role-play. Pupils with SEN and EAL make the same progress as their friends in lessons, but they make better progress in literacy and numeracy when supported by specialist staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and most of them work cheerfully and with interest.
Behaviour, in and out of classrooms	Good. Most pupils behave consistently well in lessons, and are polite, friendly and welcoming.
Personal development and relationships	Very good. Pupils work and play together in a caring and friendly way and racial harmony is very good.
Attendance	Well below average. Despite the school's best efforts a small minority of parents do not send their children to school regularly and this affects their progress and attainment.

TEACHING AND LEARNING

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

Teaching is consistently good and often very good in the nursery and reception classes and this makes a significant contribution to the good progress that children of all abilities make. A good balance is struck between formal, practical and independent activities, which are very well planned to develop children's language skills. Teaching is good overall in Years 1 and 2, and satisfactory with good features in Years 3 to 6. The main difference is the significant number of teachers in the older classes who did not train in this country, and who lack a detailed knowledge and understanding of the National Curriculum. The teaching in literacy and numeracy is good overall, but there is a variation in practice especially in Years 3 to 6 because more teachers lack experience in these classes.

The initiative to teach by ability in Year 6 in English and Mathematics has proved successful, because work is more closely targeted to the individual needs of pupils, but it is a weakness in teachers planning that opportunities to develop literacy skills in other subjects are not identified. In addition, there is no whole school approach to the teaching of spelling or handwriting, and this affects standards attained. Throughout the school, staff manage behaviour well and use available resources effectively to make learning interesting. Support and specialist staff, also make a valuable contribution to the progress that EAL and SEN pupils make, but not all teachers are confident when planning activities for EAL pupils when this support is not available. There are some good examples of detailed planning, but this is not consistent across the school or within year groups. Insufficient planning resulting in pupils not learning in the lesson was a key factor in the very few unsatisfactory lessons observed during the inspection. While some teachers challenge more able pupils effectively, in general, the use of assessment information to match activities to the abilities of pupils is not consistent, especially in science where more able pupils are not sufficiently challenged in most lessons. Specialist teaching of music and ICT in years 3 to 6, is very good overall, and is a significant factor in the above average music standards and rapidly improving ICT standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. A very good range of extra-curricular activities brings an added dimension to pupils' learning.
Provision for pupils with special educational needs	Satisfactory. It is well led, and pupils with emotional and behavioural difficulties receive effective individual support from the learning mentor. Not all staff monitor and review pupils' progress towards their individual targets sufficiently.
Provision for pupils with English as an additional language	Satisfactory. Good support is available but it is not sufficient to meet the needs of pupils fully. Many new teachers do not have sufficient understanding of the learning needs of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good arrangements are made for spiritual, moral and social development. This has a very positive impact on pupils' attitudes to learning and their personal development.
How well the school cares for its pupils	Effectively. This is a very caring school and the protection, welfare and well-being of pupils are given a high priority. Except in English and Mathematics, assessments are not used well enough to plan work, which meets the needs of all pupils.
How well the school works in partnership with parents.	The school has developed satisfactory links with parents and provides a satisfactory range of information to parents but pupils' reports are not consistent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher gives a clear direction to the school. He is ably supported by the management team. The role of leaders in subjects other than English, Mathematics and science, needs to be further developed.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school. Their role in monitoring the work of the school is dependent on the headteacher and needs to be developed.
The school's evaluation of its performance	Good. It reflects on its performance well and there is a good understanding of any strengths and weaknesses.
The strategic use of resources	Good. Financial planning is good and best value is satisfactorily sought when making spending decisions.
Staffing, accommodation and learning resources.	Satisfactory overall. There are sufficient staff, but a significant number are inexperienced. Accommodation is good and maintained very well. Resources are adequate but more resources are needed to support EAL pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The fact that their child likes school.• The quality of teaching and progress.• The approachability of the school.• The expectations that the school sets and the good behaviour.• How the school is led and managed.	<ul style="list-style-type: none">• Greater consistency in the setting of homework.• Closer links with parents.• The range of activities outside of lessons.• A few parents were concerned about bullying.

The inspection findings endorse the parents' positive views of the school. The very good range of extra-curricular activities enriches pupils' learning. Homework is regularly set but not all pupils complete it. The school has worked hard to improve its links with parents but the inspection team consider that this could be further developed. The school is very alert to unacceptable behaviour or bullying and it is quickly dealt with.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is an improving school, where standards although still low, are beginning to rise. At the time of the previous inspection in 2001, pupils' attainments were judged to be well below expectations in English, Mathematics, science and information and communication technology (ICT), and progress over time was judged unsatisfactory with significant underachievement amongst those pupils who remained at the school from Years 2 to 6. Progress for pupils with special educational needs (SEN) was also judged unsatisfactory. Since then, the overall rate of improvement at the end of Year 6, has been faster than the national trend. However, despite an increase in the percentage of pupils attaining nationally expected levels, in the 2002 national tests at the end of Year 6, pupils' attainment was well below the national average in English and Mathematics and within the lowest five per cent of schools in science. When compared to similar schools, results were better and were average in English and Mathematics, but still well below average in science. The school has a good awareness of the areas that need to be tackled to raise standards further, it is committed to improvement and is well placed to continue its cycle of development.
2. There are several important factors, which have affected and continue to affect the overall standards attained in the national tests particularly at the end of Year 6. The recruitment of permanent experienced staff has been problematic. Although fortunate to appoint several experienced teachers, the school had to appoint inexperienced teachers from overseas with limited knowledge of the National Curriculum and the literacy and numeracy strategies.
3. In addition, there are a significant number of asylum seekers and refugees in the school who are at the early stages of speaking English. The level of pupil mobility has risen since the previous inspection, and is now very high. In the current Year 6 for example, over 50% of the pupils did not start in the school in Year 1 and since September 2002, 36% of this year group have joined or left the school. In addition, 20% of the pupils, above the national average, have been identified as having learning difficulties. All these factors depress the overall achievement when examining National Curriculum tests results.
4. The school, despite these difficulties, has worked hard to address the low standards and lack of progress. Initiatives such as a learning mentor, and teaching by ability in Year 6 in literacy and numeracy, have begun to improve the rate of progress and raise standards. As a result, inspection evidence show that in many subjects, pupils achieve well in relation to their ability and all groups of pupils in the school make at least satisfactory progress.
5. Although the school has set more realistic targets this year, because of the significant movement of pupils in Year 6, these may not quite be attained. However, more pupils are in line to attain expected standards this year. Inspection evidence indicates that attainment in literacy is well below average at the end of Year 2 and Year 6 and standards in numeracy and science are below average overall. The difference in overall standards is directly linked to the very high number of EAL pupils who find writing a very difficult skill to grasp. Pupils are still achieving well in literacy, because of the extremely low starting point of a significant number of pupils. Inspection evidence clearly shows that pupils who have been in the school for a number of years have made good and sometimes very good progress in developing their literacy skills.
6. Reading is the strongest aspect in literacy, as many pupils are able to master the basic mechanics of reading and more pupils are attaining expected standards. However, a significant number of pupils lack confidence when speaking in front of others and although they listen well to their teachers and each other, this lack of ability to express themselves affects their ability to record their ideas. Spelling is also weak across all classes as there is no consistent teaching approach, and as a result, pupils become confused with the different spelling patterns, make basic mistakes and this impacts on overall standards. In addition, pupils do not have regular

opportunities to speak or to write at length in a range of situations and for different purposes both in literacy and in other subjects. Although pupils make good progress in literacy lessons, they do not develop these skills in other subjects and this affects pupils' overall attainment, only the more able pupils are attaining expected standards. The school has identified this as an aspect to develop and recently pupils have participated in drama workshops, which clearly motivated pupils but have not yet influenced overall standards attained. Importantly, they recognise that this approach requires a consistent development if standards are to rise.

7. Standards in numeracy have improved mainly due to the teaching by ability in Year 6, and the positive impact of the numeracy strategy. Pupils are more confident when handling numbers and data, than when writing and speaking, and this is a significant factor in the difference in attainment between the subjects. However, only a very few more able pupils are able to work independently and use their knowledge and understanding to solve Mathematical problems and record their outcomes. Consequently, this is the weakest aspect of the subject and is the main reason why overall standards remain below average.
8. Standards in science are also below average overall at the end of Year 6 and Year 2. Pupils enjoy practical investigative activities and experiments and many have a secure grasp of basic scientific knowledge in all areas of the subject. However, more able pupils are not provided with sufficiently challenging and demanding work and although more pupils are attaining expected levels in science than in other subjects, because few pupils are working at the higher levels this affects overall standards attained at the end of Year 6. In addition, many pupils despite having a secure knowledge and understanding find it difficult to record their work and again this affects overall standards.
9. Standards in art and design and ICT have improved since the previous inspection and are now at expected levels at the end of Year 6 because of improved teaching and planning. Standards in history, design and technology and physical education are also at average levels. Standards in music remain above average at the end of Year 6 because of the specialist teaching and strong focus on this subject throughout the school. Pupils, who find it more difficult to express themselves in other subjects, blossom in music lessons.
10. Standards in geography and religious education are below average at the end of Year 6. This is mainly because teachers are not covering all elements of the subjects in sufficient depth and there is a variation in teachers planning within year groups. As a result, pupils do not acquire subject skills at a satisfactory rate. They are not encouraged to record their work in a variety of ways and opportunities for debate, role-play or drama are not sufficiently developed to support learning.
11. The attainment of children on entry to the nursery class is very wide and varied, but is very low overall. Children make good progress in all six areas of learning during their time in the Foundation Stage classes, but given the very low starting point, this means that standards remain well below average overall when they start in Year 1. Attainment in physical development and creative development is below average overall because children start with slightly better skills in these areas of learning. Overall, the quality of the work in the Foundation Stage is a strength of the school and provides an effective and positive start to the children's education.
12. The school provides for pupils with SEN in an appropriate manner and as a result pupils are now making satisfactory progress overall. This is an improvement from the previous inspection. They make better progress in lessons when they are supported by additional staff especially in literacy and numeracy, when they benefit from small group or individual work. Pupils with emotional social or behavioural difficulties (EBSO), both White and Black African Caribbean boys and a few girls, who often find it difficult to settle in class and concentrate, now benefit from the support from a learning mentor. Careful detail is paid to individual support and resources, and as a result, these pupils are now more willing to participate in whole class lessons and are making similar progress to their classmates.
13. Pupils with EAL, make the same progress as their friends in lessons and better progress in literacy lessons when they are supported by specialist staff. But progress is not consistent and

EAL pupils are initially disadvantaged until they reach a satisfactory level of competence in English, because the good quality support from specialist staff is spread too thinly across the school, and not all staff are confident to plan appropriate support within lessons.

Pupils' attitudes, values and personal development

14. The majority of pupils show good attitudes to school. This is similar to the situation at the time of the previous inspection. Pupils are keen and eager to come to school because they perceive it as a friendly place where they are valued as individuals. Although they enter school with very low skills, they quickly become interested in new and enjoyable activities, and pupils of all ages have a desire to succeed. For example, in a very good Year 2 history lesson about 'The Plague and The Great Fire of London', pupils enjoyed looking at a wide range of pictures and artefacts, which helped them to make comparisons of their own lifestyle with those of Londoners at the time.
15. Pupils take an active part in school life. There is an effective school council, which discusses issues raised in class discussions and from pupils' suggestion box comments. During the inspection, the council gave feedback to staff on the pros and cons of pupils having access to bottled water in lessons. Pupils showed initiative when raising the issue of inequality and explored ways of overcoming the problem of classmates who were unable to bring bottles of drinking water to school themselves showing a good moral awareness.
16. Behaviour is good; pupils are considerate and courteous when moving around the school. They are able to act sensibly during 'wet playtime' and can be trusted to use expensive resources, such as laptop computers, with a minimum of supervision. Pupils sense that they have ownership of the school and treat it with great respect. There have been no permanent and very few fixed exclusions in recent years.
17. Relationships between pupils and with adults are very good and this leads to a school community that is open and largely free of oppressive or discriminatory behaviour. Pupils respect rules because they understand that they are needed to support and maintain an orderly environment. For example, in a Year 6 games lesson pupils effectively established ground rules, supported by their teacher, to enable a hockey practise to proceed in a manner that was safe and fair to all.
18. Personal development is very good. Pupils act sensibly when taking on responsibilities that contribute to the smooth running of the school. These include older pupils befriending younger pupils during breaks, helping to clear tables at lunchtime and acting as water monitors, giving out resources in classrooms, and acting as register monitors.
19. Pupils who have recently arrived in the country are welcomed by all in the school and this sensitive level of care ensures that they quickly feel valued members of the school community. Pupils with more difficult and challenging behaviour are effectively managed and because of the hard work of the learning mentor and the caring and supportive approach of the headteacher they have a growing respect for the rules of the school.
20. Attendance is well below average due to a minority of pupils who lead disrupted lives and those whose parents do not attach a high priority to education. Although there is a little lateness, there is little disruption caused to the start of lessons, which begin promptly. This is an improvement from the previous inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The overall quality of teaching in the school is satisfactory. Although not as high as that reported in the previous inspection, there is evidence of more very good teaching. The majority of staff are new to the school and a significant number are inexperienced teachers from overseas who are still undergoing support and training in the National Curriculum. They have worked hard to master teaching strategies and show a readiness to develop their skills.
22. Teaching is never less than good and often very good in the nursery and reception classes and this makes a significant contribution to the good progress that children of all abilities make. Teaching is good in Years 1 and 2, and satisfactory with good features in Years 3 to 6. The

quality of learning matches the quality of teaching and pupils make the biggest strides in their learning when the tasks set are interesting and at the same time challenging, especially when pupils are supported when asked to write.

23. A great strength of teaching in the nursery and reception classes is that even though the teachers are newly appointed, they have a very good understanding of the learning needs of young children, have quickly settled into their roles, and their teaching is consistently good. Teaching is never less than good, this helps young children who often come from difficult backgrounds, and very varied experiences, get off to a flying start in their educational lives. A wide range of interesting activities is very effectively planned that adds much to the quality of learning. Opportunities are always available for children to learn through investigative and practical activities, as well as more formal ones, that are also fun, and which interest children greatly. Every opportunity is taken to develop children's language and social skills and teachers have very high expectations of them. There is an effective and professional team approach in the department with all staff working hard to settle young children into the school and to ensure that all children respond to the routines with growing confidence.
24. The teaching of English, (including literacy skills) and Mathematics (including numeracy skills) is good overall. New and inexperienced staff have been well supported and they follow the guidance carefully, but most are not yet confident enough to adapt the strategies to meet the very wide range of abilities that are evident in all classes. The school has however introduced teaching by ability in Year 6 for literacy and numeracy, and has used an additional teacher well to ensure that these classes are small. This is an appropriate strategy with the very wide range of ability evident in this year group, and better supports newly arrived pupils.
25. Literacy skills are taught well in specific lessons. Teachers select lively and interesting shared texts and poems that motivate pupils such as 'Rap' poems in Year 4. Clear learning goals are shared with pupils, who as a result are able to recognise what they have achieved at the end of lessons. Support staff and additional teaching staff, when available ensure that all groups of pupils make good progress in lessons because support is well matched to their different learning needs. Different writing styles and reading skills are taught in a direct and effective manner and in the best lessons, teachers ensure that activities are interesting such, as when pupils in Year 3, planned instructions for a 'Caveman' on how to clean his teeth. This helps motivate pupils and makes the learning of specific skills interesting and fun. However, it is a weakness in teachers' planning that they do not identify when links to literacy can be made in other subjects. Not enough opportunities are planned for pupils to extend their speaking and writing skills in other subjects and this restricts learning in this important aspect of the curriculum. This is particularly very necessary in a school with so many EAL pupils who need numerous opportunities to develop their confidence. It is often pupils limited literacy skills that prevent standards in other subjects from being higher. In addition, teachers vary in their approaches to teaching spelling and handwriting and there is currently no whole school agreed strategy.
26. Numeracy skills are also generally taught well across the school and are suitably enhanced in other subjects although this varies in Years 3 to 6 where there is a lack of consistency in teachers' overall planning. Pupils have adapted well to the structure of the numeracy lesson, clearly enjoy learning, and are more confident when working with numbers and data, than when writing and speaking. This linked to the good quality of teaching and support has led to an improvement in standards. Teachers have generally high expectations and the introductory parts of the lessons are usually lively and interesting. In the best lessons, for example in Year 6, teachers use challenging questions that ensure that pupils are stretched to think Mathematically. Younger pupils are motivated by the use of practical resources such as empty number lines and enjoy finding out which skittles they have to knock over to make 5. Activities such as these help pupils to solve simple numerical problems. When teaching is not as effective it is because teachers are not adapting the numeracy strategy to meet the very wide range of ability in the class.
27. Teachers throughout the school manage pupils well and their behaviour and interest in lessons are maintained because of the very good relationships that have been established. Teachers use

available resources well to make learning interesting, teaching assistants, and additional support teachers make a valuable contribution to teaching and learning. They are well prepared, take responsibility for group or individual work and take pride in their work. In particular, they make an important contribution to the quality of learning and the progress that less able pupils and those pupils at the early stages of speaking English make in lessons. Even with this additional support many EAL and SEN pupils struggle to complete written work and are overdependent on adult intervention. This aspect of planning and support requires further consideration.

28. Specialist teaching in music and ICT is of a consistently high quality and this ensures that pupils are really interested and challenged. In subjects such as history the local area and teachers, specialist knowledge is used well to plan interesting activities that enrich pupils' learning. However, although teachers generally having sound subject knowledge, in a few subjects, teachers' knowledge is insecure and as a result, teachers lack confidence to challenge pupils to improve systematically. This is not helped when not all teachers plan alongside colleagues who teach pupils in the same year group. This results in lessons of varied quality and on occasions different learning opportunities being planned. This is not satisfactory practice. The below average standards in geography and religious education are directly linked to limitations in teachers' planning. In addition, although teachers generally mark pupils' work in a supportive manner, in most subjects, teachers are not using systems to check and record what pupils understand and can do sufficiently well to plan work that is both challenging for more able pupils and yet supportive of less able pupils. This is an aspect of teaching that also requires development if standards are to rise and pupils are to make more rapid progress.
29. The quality of available specialist teaching for EAL pupils is good. Pupils are suitably assessed and specialist staff work with individual or small groups well and as a result, pupils make good and sometimes very good progress in lessons. Because there are few specialist staff to provide in class support they have to divide their time carefully between classes, this results in periods without support, and this affects the overall progress that pupils make, and the overall literacy standards in the school. In particular, while class teachers support most pupils within classrooms, they are not sufficiently guided by the expertise of specialist staff and some do not specifically plan with EAL pupils in mind. Some less experienced teachers are not fully aware of the full range of language needs of the identified pupils and do not make good use of interesting and appropriate resources for young learners. However, they are caring, and provide good general support and pupils' responses are suitably supported and extended. There is however a need for all staff to train in effective strategies to teach EAL and to plan systematically to meet individual and group needs, when specialist support is not available if progress is to be more consistent.
30. Additional support for pupils with SEN is also of a good quality. In particular, Afro-Caribbean boys and white boys and girls who lack motivation to learn or who are experiencing emotional or social problems that affect their learning, benefit greatly from the support of the learning mentor. This ensures that all groups of pupils feel valued and are supported so that they are able to benefit fully from all that the school has to offer. Individual learning and behaviour targets are specific and teachers are gaining in confidence to use these when planning activities but this is not yet consistent in all classes.

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

31. The curriculum for children in the Foundation Stage is good, and children are well prepared for entry to the National Curriculum. The curriculum for pupils in the rest of the school is satisfactory. It has improved since the previous inspection and now meets the statutory requirements of ICT and religious education. Improvements have also been made to the art, history and geography curricula and timetables are now better balanced.
32. The school has satisfactorily implemented the national strategies for literacy and numeracy. Planning for these subjects closely follows the documents ensuring that the basic skills are covered in English and Mathematics lessons and there is progression in learning, but teachers

have not yet adapted the strategies to match very wide range of abilities of the pupils in the

school. Where there are opportunities for pupils to use their literacy and numeracy skills in other areas of the curriculum, learning is enhanced. This good practice is not as consistent as it should be.

33. The school has an appropriate equal opportunities policy, and there are many good features. The schools' monitoring system now ensures that staff are alert to the progress and achievement of all groups of pupils including boys, girls and different ethnic groups. All pupils also benefit from the range of educational activities and residential trips offered by the school. However, although subject planning is based on national guidance, there is some variation between the experiences offered to pupils in different classes of the same age group.
34. The provision for pupils with EAL is satisfactory. Two part time teachers work very hard in partnership with the teachers in the classrooms and one part time teacher works specifically with pupils in Foundation Stage, but they support a large number of pupils at the early stages of English language acquisition, and currently a number of new arrivals are not being targeted for extra support. Pupils, who have moved beyond the early stage, also require continued support to achieve increased confidence and fluency in all aspects of English. However, this is not always possible with the few staff available and this affects pupils' progress, particularly where the class teachers are not suitably trained.
35. The provision for pupils with SEN had improved since the previous inspection and is now satisfactory. Pupils individual education plans have improved although they are not yet reviewed consistently by teachers, who generally do not monitor pupils progress carefully enough and still tend to over rely on the co-ordinator. As a result, the school has not been able to gather sufficient evidence to support applications for statements of SEN. This is an important aspect that requires development, so that pupils who may not making sufficient progress, because of specific and more complex learning difficulties, can receive the additional individual support that they require. Pupils are also not yet involved in target setting and this is an aspect that is currently being developed by the co-ordinator.
36. There is a wide range of extra-curricular activities available for all pupils. They can extend their musical skills by, singing in the choir, playing a range of instruments or composing their own song. Drama and sports clubs further develop their social and physical skills. Battersea Park, which is within walking distance, is used extensively. Residential visits are organised from Year 2 to 6. These visits greatly enhance the personal and social development of pupils. Pupils are supported in their out of school study by homework and Year 6 revision groups
37. The community makes a significant contribution to pupils' education. The local environment is used well to support history and science, and the teaching of English is enhanced by the school's close connections with Battersea Park Library. The school takes advantage of its proximity to London's museums and galleries and arranges a number of educational visits that enrich and enliven the curriculum, and raise pupils' awareness of life outside their immediate neighbourhood. Local businesses have provided good support by donating a football strip, and a wide range of resources
38. There are good links with partner institutions. The school is a member of a local schools' cluster group and this has the positive impact of arranging cost effective in-service teacher training and providing a forum for the exchange of good practice. It also gives the school access to a minibus so that the range and number of 'off site' visits is enhanced, which broadens pupils' understanding of the wider world. A Year 6, transition project with the local technology college also helps prepare older pupils well for the next stage in their education. Membership of the EAZ has led to funding for a pre-school club, the services of an ICT support teacher and a great deal of support for new and inexperienced members of staff to develop their teaching and mastery of the different strategies.

39. The school makes satisfactory provision for personal, social and health education including drug awareness and sex and relationship education, although the recently appointed co-ordinator has not yet received any training in these areas. It is evident that throughout the school a lot of good personal and social education is being done implicitly. In Year 2 and 5, within a topic about 'making choices' pupils were gaining a clear understanding of key vocabulary such as 'responsibility', 'acceptable', 'unacceptable' and 'consequences' and activities such as these are also beginning to have a positive affect on pupils developing language skills. The co-ordinator has developed an action plan for the subject that provides a good analysis of the task ahead.
40. The overall provision to pupils' spiritual, moral, social and cultural development is very good and represents improvement since the last inspection. The school meets statutory requirements and provides a daily act of collective worship. The ethos of mutual respect and concern for others, combined with a strong framework of values, makes a significant impact on pupils' learning. The school's welcoming philosophy and the range of experiences and activities available effectively promote the caring relationships seen at all levels in the school community.
41. The provision for pupils' spiritual understanding is very good. It is very effectively linked to school assemblies and there are many opportunities for pupils to engage in personal reflection. Pupils are able to sit quietly and contemplate within the school grounds, which are filled with plants and flowers and this provides an oasis of calm within this disadvantaged city area that pupils often take advantage of. Talks in assemblies are effectively explored for a spiritual thought of the day, and all faiths are valued. The assemblies are also used very well to promote a sense of community and shared values. The spiritual dimension of religious education and other curriculum areas is also very well explored in lessons for example, in the 'Sugar Plum Fairy' dance devised by pupils in Year 1. Not only did pupils move with feeling to the music, but there was an evident joy in their achievement that moved those who watched.
42. The provision for pupils' moral development is very good. The school very effectively teaches the values that distinguish right from wrong. The pupils respond positively, enjoy their work and show care for the school. Moral values are also well taught through stories and discussions, for example 'The Prodigal Son' and 'The Boy Who Cried Wolf'. Both teaching and support staff provide very good role models and encourage pupils to relate well to each other and behave courteously. The well-established code of conduct is displayed around the school and helps establish a good understanding of moral values and responsibilities. Pupils participate in a number of charities supported by the school and although many pupils themselves are disadvantaged, they eagerly make donations. The daily act of worship also provides a firm basis to guide pupils in their personal conduct.
43. Very good provision is made for pupils' social development. The school has a secure environment in which pupils are cared for and trusted. Pupils are encouraged to relate well to each other and play harmoniously. The quality of relationship between adults and pupils is as a result, very good. When provided with appropriate opportunities, pupils carry out responsibilities with confidence and maturity. Year 6 pupils have responsibilities for different duties at break times, tidying up books or looking after younger pupils. Pupils are encouraged to show responsibility for their own environment and the area around school, and they do so willingly and with pride. The after school clubs such as drama, chess and French club, and residential trips and many visits into the community provide very good opportunities for pupils to develop socially.
44. The provision for pupils' cultural development is good. Most pupils demonstrate good understanding of their own cultural traditions and practices, through assemblies, and the whole school celebrations of different festivals. The understanding of other cultures is promoted through topics in religious education and in geography for example, when pupils study an Indian village and these are supported well in interesting displays around the school. Multicultural activities in art, dance, drama and music, promote appreciation of the way of life, of people from other cultures. However, there is potential to promote opportunities to involve parents and visitors from the local

faith communities with the emphasis on developing social and cultural links to further enhance the provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school takes very good care of its pupils; this represents an improvement since the last inspection. Formal recorded risk assessments are conducted on a termly basis and the school has adopted the local education authority's health and safety and child protection procedures. All teaching and support staff are fully aware of their responsibilities in this area.
46. The school's enthusiasm for celebrating achievement leads to very careful monitoring and support of pupils' personal development. Consequently, pastoral support is very good; it is a strength of the school and contributes to a stable and happy environment for its pupils. All pupils have someone in whom they can confide or seek advice, and the learning mentor offers particularly effective support for vulnerable pupils. Consequently, all pupils develop positive attitudes.
47. There are good procedures in place to monitor pupils' attendance but raising the level of pupils' attendance has proved difficult despite repeated pleas to parents, and a range of corporate and individual pupil awards. The school is well supported by the educational welfare officer and additional support procedures are planned to be introduced shortly.
48. The caring ethos of the school underpins a climate of harmony and common purpose where pupils get on well together and there is little evidence of oppressive or racist behaviour. The effective promotion of good behaviour is based on pupils understanding the necessity of rules. Good behaviour is recognised, celebrated, and rewarded. There is a hierarchy of sanctions, and a policy of involving parents, for those pupils whose behaviour needs support.
49. The school has made good improvements to its procedures for assessing pupils' standards in English, Mathematics and science since the last inspection. These procedures are now satisfactory overall. The deputy headteacher has worked hard to develop and improve the way the school tracks the progress of its pupils, and although in the early stages of development, monitoring procedures are also satisfactory. The information is now available to allow the school to pick up on any issues regarding differences in attainment between boys and girls, different ethnic groups, and the SEN co-ordinator is usefully tracking the progress of specific pupils and targeting support where necessary. However, the use of this assessment data by class teachers is not yet consistent enough across the school. As a result, many lessons are not yet well planned to ensure that work is closely enough matched to pupils' abilities. In addition, although the school now carries out a careful analysis of the results of the National Curriculum tests at the end of Year 2 and Year 6, more use could be made of the information, in order to have a positive effect on both teaching and learning.
50. Tests are given to pupils at the end of Years 3,4 and 5. These are used well to compare progress with the previous year's results but could be further developed so that the information could also be used as a check against predictions for the end of Year 6. In this way, the school would be able to check annual progress against the ultimate expected outcomes. Due to the very high mobility rate of pupils in the school, the fine-tuning of the tracking system is very important, if pupils who enter school at so many different times are to be tracked efficiently.
51. Although the school has recently started to provide general targets for pupils in literacy and numeracy, pupils do not yet take an active enough part in understanding how they themselves might make better progress. The school has also developed a "Golden Book" in which pupils record their regular termly assessments in English, Mathematics and science. This is a positive move. The assessments are however, not checked against the levels of the National Curriculum. If this were to be the case, then the school would have further direct evidence of progress on a termly basis and would have a wider range of information to help it set individual targets for pupils' progress in these subjects.

52. Procedures for assessing and tracking pupils' progress in subjects other than English Mathematics and science are informal and not yet fully developed. As a result, staff have no clear way of understanding pupils' abilities or progress in specific subject skills. Other assessment information is not used enough to provide pupils with challenging work, matched to their particular needs. Often the same activities are planned for all pupils. For example, in work seen in both geography and history, all pupils in a class were given the same writing tasks. In lessons where work was more individualised, progress was much more evident for all groups of pupils. The school is aware of this shortcoming, and is examining ways of extending its assessment programme to the whole range of subjects on the curriculum, and aiming to provide further staff training in the use of assessment, to build upon its recent improvements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents in their pre-inspection questionnaires expressed positive views of the school. This recognises an improved position since the previous inspection especially in respect of the school's expectations. Particular strengths are that their children like school and are making good progress, the school is well managed, expectations are high, behaviour is good, and the school helps its pupils to become mature and responsible. Inspectors endorse all of these favourable comments. A very small minority of parents expressed disagreement about the right amount of homework, the school working closely with parents, and the provision of an interesting range of activities outside lessons. The inspection evidence does not support these perceived weaknesses.
54. Although the school undoubtedly works closely with parents and is very open and accessible, the quality of written information about pupils' progress needs further development. Pupils' termly reports are too brief, there are inconsistencies across year groups in providing attainment levels and, when targets for improvement are set, they are general rather than subject specific. Nevertheless, these termly reports, which attract around 80% of parents for follow-up teacher consultations, are very important in establishing a dialogue which leads to parents becoming involved in their children's education. Parental support is effectively sought for those parents who do not speak English. Translators and translations can be arranged if and when needed. Parents of pupils with SEN are also now more fully involved in their children's education; they are involved in target setting and this is an improvement since the previous inspection.
55. A steady flow of newsletters, and letters relating to specific activities, keep parents well informed about the life of the school. Pupils have reading record diaries in Years 1 and 2 and as a result parents can share in monitoring their children's reading. The opportunity to track the progress of children in Years 3,4,5 and 6 is not as good because the use of homework diaries is inconsistent with many pupils choosing not to have them. There is no home/school agreement at present, and consequently the school is missing an opportunity to emphasise the importance of good attendance.
56. The majority of parents generally make a satisfactory contribution to their children's learning. They were prime movers in introducing school uniform that has contributed to a positive school identity and has raised the status of the school. Many parents raise money for the school by attending social events. However not all parents are supportive of their child's learning, and for example, do not support homework. In a few instances, positive attitudes to attendance and school are not actively promoted, which impacts negatively on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Leadership and management of the school are satisfactory overall with many strengths. Overall, this is an improvement on the previous inspection when leadership and management was judged to be unsatisfactory. The headteacher provides a very good pastoral lead, ensuring that the school provides a very supportive environment, so that the staff and pupils can work in a calm and orderly environment. This is clearly very important when many pupils live in an area of social disadvantage. The headteacher also gives a good lead to raising standards, which is clearly set out in an improved school development plan. This is beginning to show in the results, where improvements have been made in the number of pupils attaining expected standards in English, Mathematics and science since the previous inspection, and standards are improving when compared with similar schools.
58. The role of the senior managers in the school has also developed and improved since the previous inspection and is now satisfactory. Substantial improvements have been made in many of the areas criticised previously. For example, monitoring of individual pupils has improved and the ineffectiveness of senior managers in helping pupils to achieve well, criticised by the previous inspection, are no longer evident. Without specific job descriptions, it is clear that the creation of regular meetings for this team is leading to improvements. They share the work of monitoring teaching, and reviewing standards and have a strong commitment to develop their roles further. For

example, suitable plans are in hand for members to become performance managers. Yet, so far, not all teachers are included in a regular review of the quality of their work. The team functions appropriately by meeting to discuss issues and agree tasks and rightly they are beginning to monitor teachers' planning. Nevertheless, presently the team lacks a strategic and corporate view of its work, for example by not identifying specific priorities for staff meetings, and this is an area for development if the team is to have a real impact in accelerating achievement across the school.

59. Further improvement has also been made in managing subjects such as English, Mathematics, science and ICT. The monitoring of teaching in the core subjects is more substantial, and satisfactory. There remains a weakness in science because of the short time to implement the new strategy, and in other subjects where newly appointed staff have yet to develop their management role fully and have a positive influence teaching and learning. This is an aspect of leadership and management that the school rightly recognises now also requires development.
60. The management of the SEN provision is good. Very recently appointed, the co-ordinator has worked diligently; as a result, in a short time many improvements have been made. For example, she has fully revised the schools approach to comply with the revised code of practice, and her understanding of the areas that still need to be developed, such as improved monitoring by teachers, involving pupils in target setting and developing further assessments are highly relevant. The co-ordinator now requires the support of all staff, if there is to be further improvement and relevant evidence is gathered to support statement applications. The school ensures that there is racial harmony in the school and all pupils are valued members of the school community.
61. The EAL co-ordinator's role is not yet fully developed. A part time member of staff, she is very aware of the need for all teachers to think 'EAL' in their plans and the need to equip teachers with skills and resources to provide specific EAL support in the lessons, so that standards can be raised further.
62. Governors are very much aware of the school's strengths and weaknesses and understand the need to continue to improve. They are supportive of the school and recognise the success of the partnership with the local education authority that is helping to raise standards through monitoring teaching and in-service training. Except for a few minor details, they fulfil their statutory duties in a satisfactory manner. However, their influence in shaping the direction of the school is weaker and they rely a great deal on the headteacher to give them a lead. A few of them make strong links, but work with the school too informally. Without a clear plan, to focus all involved on the most important aspects, much of the individual effort is watered down. Consequently, the governors' role in calling the school to account loses impact. For example, accounts given to the governors about subjects have not included illustrated discussions about standards of work in comparison to national expectations and pupils' rates of progress.
63. Financial management is good. The headteacher and governors support the aims of the school by their careful financial planning. They are effective in providing a stable and happy environment where pupils can thrive and use additional grants and funds well, for example, through the effective use of a learning mentor and classroom assistants for each year group. The school is well supported by the work of a knowledgeable bursar and administrative staff who successfully apply the principles of best value. All expenditure is carefully tracked so that the school can react quickly to unforeseen developments, and ensure that grants are used well for their intended purpose. Expenditure per pupil is above the average for London schools but fairly reflects the level of deprivation in the local community. Pupils are now achieving well and their personal development is very good consequently, the school is providing satisfactory value for money.
64. The match of staff to the demands of the curriculum is satisfactory: there are sufficient teachers and good support from classroom assistants. However, the turnover of staff is high and many are in the early stages of full qualification. Support for newly qualified teachers and those from overseas is good and all have welcomed the good quality training and support, and recognise that they still have much to learn. However, although governors have been innovative in providing

affordable accommodation by letting the former caretaker's house to teachers, nevertheless, there is no strategic plan for the recruitment and retention of teachers.

65. The school has good accommodation that is well maintained and which creates a positive and lively learning environment. Resources are satisfactory overall but particularly good for ICT where good computer provision and specialist teaching have led to improved standards since the last inspection. Music resources are also good and support teaching and learning well. However, the range of resources for 'EAL' pupils, such as story props and tapes in different languages, requires development to support teaching and learning better.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to build upon the improvements which have taken place since the previous inspection and to raise standards of attainment further the school needs to:

- (1) ***Raise standards in literacy, and use literacy skills more effectively in raising standards in Mathematics, science, geography, and religious education by;**
- Providing more opportunities for pupils to develop their speaking skills in a range of situations both in English and in other subjects.
 - Planning and providing more opportunities for pupils to write at length in their own words and for different purposes in English and in other subjects.
 - Adopting a more structured and standard approach to the teaching of handwriting and spelling across the school.
 - Develop staff skills in teaching pupils who are learning English as an additional language.
(paragraphs 6, 10, 13, 25, 27, 29, 34, 61, 87, 90, 96, 108, 145)
- (2) **Raise standards in science by:**
- improving the use of assessment to plan activities that challenge more able pupils;
 - improving teaching skills to support pupils more effectively in recording the full extent of their scientific knowledge and understanding.
(paragraphs 8, 101, 103, 104.)
- (3) ***Improve the contribution that the school's assessment arrangements make to raising standards by:**
- pressing ahead with the planned development of assessment procedures for subjects other than English Mathematics and science.
 - ensuring that teachers make full and consistent use of assessment information gained in order to plan work better matched to pupils' individual abilities.
(paragraphs 28, 49, 52, 114, 119)
- (4) ***Develop the role of subject leaders in subjects other than English, Mathematics, science, so that they are more effective at raising standards, by:**
- extending the current good practice of monitoring teaching and learning to all subjects.
 - developing and sharing current good practice with their colleagues.
 - developing current subject planning to ensure that the national programmes of study are covered in sufficient depth in all subjects and in all classes.
 - ensuring that teachers' planning is consistent so that pupils of the same age, but who are taught in different classes, receive the same learning experience.
(paragraphs 28, 33, 59, 109, 114, 116, 118, 119, 125, 132, 140, 146)

In addition the following less important weaknesses should be considered for inclusion in the action plan:

- Develop strategies that will further improve links with parents, and convince parents that they are partners in their children's education and see that good attendance has a direct bearing on attainment.
- Develop the monitoring role of the governing body so that they are better able to impact on accelerating the school's achievement.
- Further develop the strategy to attract and retain permanent members of staff.

**Denotes an issue already highlighted in the school's development plan.*

(numbers in brackets indicate a reference to the main paragraph where the weaknesses are discussed)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

61

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

44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	19	26	2	0	0
Percentage	2	21	31	43	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	295
Number of full-time pupils known to be eligible for free school meals	0	164

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register		64

English as an additional language

	No of pupils
Number of pupils with English as an additional language	125

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	60

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	2.6

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	19	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	17	24
	Girls	17	13	18
	Total	39	30	42
Percentage of pupils at NC level 2 or above	School	85 (74)	65 (84)	91 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	23	22
	Girls	16	18	16
	Total	36	41	38
Percentage of pupils at NC level 2 or above	School	78 (82)	89 (92)	83 (88)
	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	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	9
	Girls	11	12	14
	Total	17	18	23
Percentage of pupils at NC level 4 or above	School	52 (50)	55 (43)	70 (68)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	5
	Girls	8	9	10
	Total	13	15	15
Percentage of pupils	School	39 (51)	45 (49)	45 (56)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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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	41	0	0
White – Irish	0	0	0
White – any other White background	24	0	0
Mixed – White and Black Caribbean	10	1	1
Mixed – White and Black African	0	1	1
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	7	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	14	0	0
Black or Black British – Caribbean	67	0	0
Black or Black British – African	71	0	0
Black or Black British – any other Black background	5	0	0
Chinese	9	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	1	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)	17
Number of pupils per qualified teacher	17
Average class size	23

Education support staff: YR-Y6

Total number of education support staff	14
Total aggregate hours worked per week	360

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	3
Total aggregate hours worked per week	81

Financial information

Financial year	2001-02
	£
Total income	1,057,145
Total expenditure	1,022,400
Expenditure per pupil	3,061
Balance brought forward from previous year	37,626
Balance carried forward to next year	34,747

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	11.4
Number of teachers appointed to the school during the last two years	11.4

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

321

Number of questionnaires returned

84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	0	0
My child is making good progress in school.	73	25	2	0	0
Behaviour in the school is good.	64	33	2	0	0
My child gets the right amount of work to do at home.	45	31	13	7	4
The teaching is good.	65	29	4	0	2
I am kept well informed about how my child is getting on.	57	33	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	70	25	5	0	0
The school expects my child to work hard and achieve his or her best.	71	25	1	0	2
The school works closely with parents.	51	31	14	0	4
The school is well led and managed.	61	35	1	0	4
The school is helping my child become mature and responsible.	58	37	2	0	2
The school provides an interesting range of activities outside lessons.	46	35	11	0	8

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

67. As found at the previous inspection, the provision for children in the Foundation Stage is good and despite staff changes and the long-term absence of the co-ordinator, it remains a strength of the school and provides an effective and positive start to the children's early education.
68. Children's attainment on entry to the nursery is very wide and varied. Overall assessments and inspection evidence show that the majority of children's levels of attainment are very low when compared to nationally expected levels, especially in the key areas of communication language and literacy, Mathematical skills, personal and social development and their knowledge and understanding of the world. A varied and interesting range of learning experiences together with very supportive relationships between staff and children and effective teaching, provide a stimulating learning environment. Staff work well together to ensure that the good start made in the nursery is consolidated and built upon in the reception classes. As a result, by the time children leave the reception classes and start in Year 1, although attaining standards are well below those expected in most areas, all children including refugees, those learning English as an additional language and those with special educational needs have made good progress and achieve well in relation to their abilities on entry.
69. Children start in the nursery in the term following their third birthday. The school is able to provide fulltime time nursery provision and currently 20 children with the greatest level of need, are attending fulltime, with a further 12 children attending part time. Children transfer to the two reception classes in the term of their fifth birthday when all children attend fulltime. Currently, the majority of children in the Foundation Stage are learning English as an additional language with a significant number at the early stages of speaking English. In addition, a significant number of children are refugees and have recently arrived in the country.
70. In all areas of learning, the quality of teaching is consistently good and a lot of very good and exemplary practice was observed during the inspection. Specialist staff who work part time with children at the early stages of language acquisition, provide invaluable support, and as a result these children make rapid progress in their communication skills. All staff have a very good understanding of the learning and emotional the needs of young children, they are supportive, have very high expectations and are consistent in their approach and this leads to all groups of children feeling increasingly confident and very willing to try hard. Staff treat all children with kindness, providing activities that are interesting and very carefully matched to their learning needs. As a result, most children become increasingly confident, make good progress and 'blossom' in this environment.
71. The department is led well by a very recently appointed co-ordinator, who is a good early years practitioner. Her calm approach to teaching and management, has ensured that despite an unsettled time, the quality of provision has been maintained since the last inspection, and she has begun to implement relevant changes to monitoring and assessing children's attainment and progress. In a short time she has developed staff confidence and built an effective team who work closely together and monitor children's progress carefully, setting relevant individual targets, which are included in individual portfolios of achievement. She is now rightly developing this profile further in order to track children's progress along the 'stepping stones' in all six areas of learning.
72. The nursery outdoor provision has been improved since the last inspection and a new covered area ensures that children can experience a wide range of physical and creative outdoor activities whatever the weather. The several, outdoor areas are safe and secure, and the plans to improve this environment further to support better children's knowledge and understanding of life and living things better are interesting and relevant.

Personal, social and emotional development

73. Children who started in the nursery with very low levels of personal and social development, lacking confidence and engaging in isolated play activities have made good progress and are increasingly willing to play alongside their friends. This is due to consistently good teaching based on the quiet supportive approach of all the staff, who have high expectations of the children. As a result of this caring approach, children of all abilities and backgrounds enjoy coming to the nursery, they follow the simple routines with support and join in activities with enthusiasm. This is achieved, because of the very good relationships between staff and children, with staff always encouraging children to share and take turns. Children who have recently started in the nursery, are more reluctant to join in activities. They often take time to settle but were seen skipping to lunch in the school hall, happily holding hands with their new friends.
74. In the reception classes, teaching is also consistently good and children continue to make good progress. More able children are confident to ask visitors to share their books and activities with them and take obvious pride in their achievements. Fruit time and registration times are happy social occasions, and rewards are used well to encourage appropriate behaviour and develop good attitudes to learning. Most children as a result, delight in helping to tidy the room, but the majority of children remain needing a great deal of support and are unable to take initiative. However, although the few more able children will have attained the early learning goals in this area of learning by the time they start in Year 1, the majority will not yet have reached this level and standards overall remain well below average.

Communication, language and literacy

75. Most children have very low levels of attainment in communication, language and literacy when they start in the nursery, with the majority of children speaking English as an additional language, many being at the early stages. Support and teaching is consistently good with some excellent teaching observed. Teachers provide a rich and varied range of learning experiences that motivate and interest young children. As a result, all groups of children make good progress during their time in the foundation stage and achieve well in relation to their abilities when they started. However, although the few more able and older children are in line to attain the early learning goals in this area of learning when they start in Year 1, the majority will still be attaining standards well below those expected.
76. Staff in both settings spend much time, talking, questioning and interacting with children in all of their activities. There is a wealth of learning experiences that support children's communication and literacy skills. Every activity is used fully. For example, when making animals out of dough or painting, children are helped to learn the name of animals, shapes and colours and encouraged to talk in simple terms about their work. Staff join in imaginative play supporting and extending their spoken language. The regular visit to the library is used very effectively to develop a love of books and children at the early stages of speaking English enjoy and benefit greatly from a range of practical experience, such as buying fruit in a shop to help their understanding of the story of the 'Hungry Caterpillar'.
77. In the reception classes, older and more able children, because of many very well-planned activities and challenging teaching are able to spell simple words using magnetic letters and can write simple sentences with capital letters and full stops. They are already reading simple texts accurately and can express themselves clearly when speaking. A few other reception children are also beginning to form letters correctly and are beginning to write their name with support. In one excellent lesson for example, because activities were very well matched to the very wide range of abilities in the class, after listening intently to the story of 'The Bear Lost in the Snow', the teacher presented the children with a letter written from the bear's owner. In this way, more able children were introduced to the conventions of letter writing, while the activity provided excellent opportunities for less able children to develop their speaking and listening skills. Children with learning difficulties and those learning English as an additional language also have regular opportunities for individual work. Staff are sensitive to their needs and make learning fun through using a well-planned variety of language games and increasingly children are learning to speak

English are gaining in confidence to use simple words and phrases when talking to staff and each other. One child only very recently arrived in the country for example, tugged at the inspector's coat asking "You new teacher?"

Mathematical development

78. There is good provision for this area of learning in both the nursery and reception classes. Teaching is consistently good in both year groups. One of the strengths is the way that staff promote Mathematical skills through a structured programme of work and play. This includes the use of conversation and well-planned interaction in children's play that supports learning well. When telling the story of the 'Hungry Caterpillar', for example, staff in the nursery encourage children to count the pictures, and observe how the caterpillar gets bigger and bigger, while more able and older reception children are encouraged to match the numbers and talk about what number comes next in the sequence. When making models children are encouraged to make longer or taller shapes. Every day activities such as cutting and sticking, sand and water play, and large floor games, such as snakes and ladders, are also used effectively to develop and understanding of concepts of size and shape, bigger and smaller, and counting. Consequently, children, including those at the early stages of learning English make good progress in developing their understanding of basic Mathematical language.
79. In the reception classes good progress is continued, where well-planned varied activities that are well matched to the very wide range of abilities, support learning well. During these activities such as counting the children 'pretending to be pears', threading coloured beads, or counting the pairs of animals going into 'Noah's Ark', children are encouraged to develop their understanding of numbers, shapes and sequences. As a result, although the majority of children remain attaining well below average levels of attainment when they start in Year 1, they still make good progress from very low levels of attainment on entry to the nursery.

Knowledge and understanding of the world

80. Good and often very good teaching that stimulates children's interest, enthusiasm and involvement, together with well planned activities in both the nursery and reception classes, encourage children to use all their senses to introduce them to a world of meaningful experiences, which they enjoy greatly and from which they learn well. This wide range of activities, also effectively support children's spiritual development when they discover the joy of learning and the world around them. For example, children delighted in examining daffodils, closely looking at all the different parts. As a result, children who started with very low abilities are making good progress but are still are attaining standards well below average in this area of learning of learning by the time they start in Year 1. The few more able and older children are however in line to attain the early learning goals.
81. Children in both settings are beginning use computers confidently and more able children can move the mouse to move the cursor on the screen. When planting seeds and watching tadpoles change, nursery and reception children learn about the cycle of growth and delight in the experience because of the supportive way that staff approach teaching and make links between areas of learning. When cooking porridge for example, for the story of the three bears, or when tasting and smelling a range of different fruits, nursery and reception children not only experience the taste of different foods, which also effectively supports their language development, but also learn about the different size of bowls, and more able and older children also practise their counting. Simple Bible stories are used to develop caring attitudes, older children are taught to care for their own toys and have celebrated each other's faith festivals. The school grounds are also used well to develop a love and interest in the natural world and an awareness of the changes in the seasons. As a result, more able children have a secure awareness of belonging to a faith and can express their joy of belonging to God's World. This is because staff in both settings, use every opportunity to develop a secure learning environment were everyone's opinions and beliefs are valued.

Physical development

82. Most children start in the nursery with well below average levels of ability, their physical skills being slightly more developed than their language or personal skills. The outdoor areas are used effectively to support this area of learning and a carefully planned range of activities, good quality equipment and good teaching and support from all members of staff ensures that children of all abilities make good progress.
83. Nursery children are gaining in confidence when moving around large open outdoor spaces and move safely, although not always avoiding each other. Teaching is good, sensitive teaching encourages more reluctant children to explore the spaces and use all the equipment to develop their physical skills. Construction kits and activities, such as making their names with salt dough, also encourage children to develop their hand control
84. In the reception classes, children continue to make good progress and more able children were observed making good attempts to skip over a rope, and hit balls with bats. However, children currently do not use the school hall, although it is available, and thus opportunities for older children to further develop their ability to move to music for example cannot be fully developed. Throughout all activities in the outside area, such as small games of throwing and catching, climbing, jumping and riding wheeled toys, staff are highly supportive and sensitive to different children's abilities and promote children's moral and social development well. As a result, all children delight in their developing skills and are very proud of their efforts. By the time children start in Year 1, although making good progress the majority of children will not quite attain the early learning goals in this area of learning.

Creative development

85. Staff work hard to provide a wide range of interesting activities which are regularly available. Children's creative development is well promoted through art, music and role-play activities. Sensitive encouragement from staff and consistently good teaching in both settings, increases children's confidence to 'try' the planned activities. In the nursery and reception classes, children delight in playing in the gravel garden with their small figures or painting on folding paper to make butterflies. Activities such as these are always well supported by staff, who are constantly asking questions and they use every opportunity to develop language and creativity. One more able reception child for example was heard saying to her friend "I am giving my caterpillar food" and was sensitively encouraged to extend this sentence to describe the colour of the food. Music is an everyday experience and singing rhymes and instructions support learning well and motivate children to join in, when they are more reluctant to speak. Older and more able reception children concentrate hard when painting daffodils or printing with fruit and a few children's drawing skills are above average. Children are fascinated by the range of experiences, if a little perplexed that you can paint fruit! One child speaking to her teacher in her own language for example, asked "why are they not eating the fruit?" Because of these consistently well planned and supported activities, in both the reception classes and the nursery, most children who started with well below average abilities have made good progress, although most will not quite attain the early learning goals in this area of learning when they start in Year 1.

ENGLISH

86. Standards in English are well below average overall at the end of Year 2 and Year 6. However, from a very low starting point, pupils achieve well and make good progress over their time in school and overall standards attained, do not reflect the good progress that pupils make in specific lessons. Pupils are not given sufficient opportunities to write or speak in other subjects and this affects overall standards attained. Steady improvement has been noted in the number of pupils expected to achieve average levels in both Year 2 and Year 6, and many more able pupils are on course to achieve the higher levels this year. Pupils with SEN, including underachieving white boys, now make satisfactory progress overall, which is an improvement from the previous inspection. EAL pupils also make good progress in literacy lessons, when supported by specialist staff.

87. At the end of Year 2, pupils' speaking skills are below average because many are still imprecise and hesitant when speaking. Given pupils' limited starting points, their progress in speaking and listening is generally good. Most pupils listen carefully to teachers and each other, follow instructions without fuss and contribute positively in discussions. Pupils' listening skills are better developed than their speaking skills. In a few lessons, speaking skills are well promoted, but there are missed opportunities by most teachers to engage pupils in extended conversations. By the end of Year 6, the skills of those pupils who have remained in the school are extended well and they begin to use more complex and grammatically accurate sentences. Pupils' own reading, and the teachers' use of subject-related vocabulary in class discussions, plays an important part in this development. Pupils listen well to the teachers' advice and many demonstrate growing confidence to interact and make active contributions to class discussions. For example, in a Year 6 lesson where pupils discussed examples of different styles in writing by three authors. However, most older pupils who have recently started in the school are hesitant when speaking to the class particularly in a formal situation. In general, there are too few planned opportunities, such as drama or debate, to allow pupils to speak at length and use a variety of expression and vocabulary to enable them to grow in confidence.
88. At the end of Year 2 standards in reading are below average, but because of good teaching of basic skills, pupils make good progress and acquire knowledge of letter sounds to read words and to establish meaning. By the end of Year 2, a few pupils read at better than average levels, but a large proportion of pupils are still not yet fully independent readers. More able pupils are beginning to appreciate the qualities of different texts, for example, poetry or formal letters, they read accurately and predict what might happen next. Less able pupils are beginning to recognise some words in familiar texts, but wait for help rather than try to work out unknown words for themselves. The guided reading sessions enhance pupils' progress well, especially where these are skilfully structured and pupils' learning is carefully targeted. A well-established home reading system further supports pupils' achievements in reading. In addition, all pupils develop a love of books and stories when they make regular visits to their local library.
89. Although reading standards are still below average at the end of Year 6, pupils who have remained in the school, read with increasing fluency and accuracy because teachers make regular checks to keep track of pupils' progress and effectively support the development of reading skills during lessons. More able pupils talk about favourite authors with interest, but their critical appreciation of books is not as well focused. While less able pupils and those recently started in the school, still interpret their reading literally, a few average pupils show a growing understanding of more complex language. Most pupils find it difficult to identify underlying meanings or appreciate the subtleties of humour. They are able to explain the difference between fiction and non-fiction and how 'contents' and 'indices' can point the way to specific information, but rarely study non-fiction text. Pupils' ability to look for information and make meaningful notes, therefore is limited. The process of home /school reading is also not consistently used in Years 3 to 6, and many pupils lose the habit of regular reading at home and this affects the overall standards attained.
90. Standards of writing are well below the expected level at the end of Year 2 and Year 6 as many pupils lack confidence to express themselves in a written form, and few pupils, including the more able, spell words correctly. In Years 1 and 2, pupils learn to form their letters correctly and write simple words and phrases. More able pupils can link their ideas in a sequence and use capital letters and full stops with a reasonable consistency, but less able pupils are unable to write without support. As they move through the school, more able pupils start to use more ambitious vocabulary and sentence structures, while the least able and those just starting in the school, find it difficult to develop a sequence of sentences. In the upper years, the range of writing increases appropriately to include poetry, diary and story writing and some good examples of poetry writing were noted in Year 6. For example, one pupil wrote, 'The river is a fighting bull, moving in and out, seeking for its prey', which shows a growing appreciation of the power of words to evoke feelings. However, opportunities for more extended writing, for example, biographies, reports or plays, are limited both in literacy lessons and in other subjects, as a result pupils do not have sufficient opportunities to develop their writing skills. This is a key reason why standards remain well below average overall despite good progress being made in specific lessons. Pupils are encouraged to use dictionaries, but many older pupils still make basic errors in spelling, punctuation and

grammar, both when writing in specific lessons and when given the opportunity to write in other subjects, which is another reason that standards are low. In addition, with the exception of a few pupils, work is generally untidy and most pupils do not consistently use a joined style.

91. The teaching of English is good overall and this promotes good learning in lessons. Teaching is more varied in Years 3 to 6 however, because of the inexperience of new staff in using the literacy strategy. In the best lessons, work is planned to ensure pupils' differing needs are met. Teachers in these lessons, make good use of stimulating whole class discussions. Teachers are very encouraging and use praise positively so that pupils respond well and try hard in lessons. Their questioning is skilful and includes all pupils at an appropriate level. The final part of lessons is used well to reinforce learning or to give the pupils the chance to perform to an audience. A good example of this was noted in a Year 5 lesson, when pupils grew in confidence when performing poems to the class. Classroom organisation is good and pupils are grouped appropriately. Teachers achieve a good balance between offering support and expecting independence. For example, in a very good Year 1 lesson, expectations of work were made clear and pupils were well prepared for the task of describing characters in the story of 'Cinderella'. Where there are weaknesses in teaching, it is because there is insufficient interaction between teachers and pupils. In a few lessons the teacher did most of the talking and pupils were not provided with opportunities to read out own work or answer questions and make suggestions with confidence.
92. The management of the subject is good. There is clear direction and commitment to raising standards. The co-ordinator effectively carries out monitoring of teaching and learning. The procedures for assessing pupils' progress are good. The results of all tests are effectively analysed and used to set individual and class targets. Useful additions have been made to resources in classes to support the implementation of the literacy strategy but more resources are required to support EAL pupils who are at the early stages of language acquisition.

MATHEMATICS

93. In the national tests in 2002, standards at the end Year 2 and Year 6, were well below the national average and had improved slightly from the previous year. Inspection evidence confirms that this improvement has been continued and although standards at the end of Year 2 and Year 6 are still below the national average, more pupils are attaining the higher levels. Given the very low starting point of pupils when they start school, inspection evidence shows that most pupils who have remained at the school, including Afro-Caribbean pupils achieve well. The improving quality of teaching and teaching by ability in Year 6 is providing the opportunities for more able pupils to raise their attainment. But the one third of SEN pupils who until recently had made little progress and the high number of pupils who have recently started in the school, with limited spoken English, especially in Year 6, are unlikely to make up the shortfall to attain the expected level at the end of Year 6. Pupils' overall attainment in Mathematics is better than in literacy because pupils do not have to write lengthy answers and they are generally more confident when handling numbers and data. SEN pupils including underachieving white boys, make satisfactory progress overall because their individual Mathematical targets are now more specific.
94. By the end of Year 2, attainment is below the national average in number, shape and measures, despite the good progress that has been made. The majority of pupils can count on and back in 2s and 5s, divide by sharing, add 1 digit numbers to 1 digit, draw simple block graphs and interpret data with the teacher's support, but many lack the confidence to work independently. More able pupils can multiply and divide by 2,3,4 and 5 and use partitioning strategies when calculating with 1 digit numbers. They respond well to open-ended challenges, and are able to choose their own methods for calculating. Practical activities such as making jewellery boxes with different shapes support learning well. Pupils are more confident at recording data and numerical sums, than they are at explaining their work, this is because many do not have a secure Mathematical vocabulary.
95. By the end Year 6, about two thirds of pupils reach average standards or above, which despite good progress being made in lessons is still below the national expectation. The majority of pupils

can calculate fractions and percentages of numbers, add and subtract numbers to two decimal places, use a range of standard measures and find the perimeter and area of shapes. They can test ideas by trying examples. In addition to this, more able pupils can clearly explain their ideas and processes, make general statements based on evidence of systematic enquiries, convert from imperial to metric measures, find all symmetries in 2D shapes and use co-ordinates in four quadrants.

96. In lessons throughout the school, but more particularly in Years 3 to 6, pupils appear to understand ideas in the whole class session, but only the more able pupils can transfer their knowledge to new contexts and even those of average ability have difficulty working independently. This is partly because poor literacy skills affects pupils' ability to record outcomes and to express Mathematical thinking. Consequently, only the more able reach average standards in the use and application of Mathematical skills and in this aspect attainment is very low.
97. Overall, the quality of teaching is good. In Years 1 and 2, teaching is consistently good. However, there is more variation in quality in Years 3 to 6, due to the inexperience of many new staff. The most effective teaching used skilful open-ended questioning which demanded that pupils explain their understandings and challenged them to think Mathematically. Clear explanation and demonstration, good subject knowledge, high expectations and an exciting pace to the lesson also engaged the pupils in the best teaching. Pupils have a positive attitude to Mathematics because of the good teaching, many citing it as their favourite lessons. Progress in Years 3 to 6 is more varied because although work follows the national strategy closely for each year group, this level of work is too difficult for many pupils. More progress is made in the classes where there is a better match of task to need. This is particularly the case in Year 6, where pupils are taught in three small ability groups and consequently teaching is better matched to pupils' abilities. Consequently, they make good and sometimes very good progress in their final year.
98. Subject leadership is good and has improved since the previous inspection. Teaching and planning is now regularly monitored, ensuring continuity and progression in the subject. Assessment procedures have much improved and pupil progress is more accurately tracked. 'Golden Book' assessments are a useful tool, but are not related to National Curriculum levels, so these are not yet used to inform future planning and ensure progression in pupils' skills. Currently, no small group additional support, using nationally available specialist materials, is provided for older pupils to enhance learning.

SCIENCE

99. Inspection evidence shows that standards in science are below national averages at the end of Year 2 and Year 6. However, this shows a good improvement since the previous inspection when they were judged to be well below national average. More able pupils at the end of Year 6 are achieving less well than they could because they are generally not being challenged in lessons. EAL pupils make satisfactory progress, but better progress when they are supported, whilst SEN pupils who are often given help to catch up with other groups, make good progress.
100. Although standards are below average overall, standards in investigational science are just below average. Throughout the school there is a good emphasise on investigative and experimental activities. This makes the work practical, varied and interesting and this is the reason that standards are improving. Many pupils said that they liked science for its practical nature. Inspection evidence shows that pupils are very often finding out and testing what will happen. For example, in Year 6, pupils have seen how materials are changed when they are heated and how water, ice and water vapour are three forms of the same material. In Year 4, some pupils have tried to find out what will happen when parallel circuits are made and that bulbs look different when that happens. Some of their work contains some good explanations of fair tests.
101. Pupils often have a secure knowledge and understanding of life and living things, materials and physical processes in lessons, but fail to record their ideas well and this affects overall standards attained. For example, when pupils are talking, it is clear that they know more than they are

writing about in their books. There are two reasons for this. The first is that their teachers often do not give them suitable, well judged questions to answer of differing levels of difficulty, consequently, they are left to their own devices without clues and guides. For example, "What I have found out", followed by blank lines is not as clear an aid in recalling what has been learned, as posing such questions as: "What happened when the switch was turned off?" "Why do I think this happened?" and, it is rare for more able pupils to be given the chance to respond in more depth. Secondly, many pupils have limited writing skills, and so are unable to record clearly, what they have understood, particularly when not supported.

102. Teaching is satisfactory overall. Nearly all teachers guide the pupils in enquires and investigations well. This is the strongest feature of most teaching. For example, in a lesson in Year 2, pupils were helped to investigate new ways to make a switch to turn off a light bulb by using their previous knowledge about switches and electrical circuits. In Year 4, pupils were carefully led through an investigation about filtration and in Year 6, pupils were challenged to recall everything they could about animal habitats and asked to refer to books to find more information. Because all teachers have good relationships and insist on good behaviour, all the lessons have calm learning atmospheres, so pupils learn reasonably well. Teachers plan their lessons clearly and many lessons are taught in a series, which covers the same, or connected topics that help to build on previous learning.
103. However although some teachers make useful attempts to match work to pupils' attainments, including directing classroom assistants successfully to help less able pupils, the main weakness in teaching is that most teachers plan only for one level of difficulty within their teaching objectives. As a result, more able pupils are rarely challenged enough in teaching or activities. Furthermore, they do not assess the quality of pupils' work by comparing it to National Curriculum levels, often enough. This shows in their marking. Very rarely do comments give a clear judgement about what to do next and or show a correct interpretation of the evidence. The result is that, in lessons, there are with too few opportunities to answer the more demanding questions of which many pupils are capable, and the written activities in class are not well matched to what the pupils already know. In addition, many pupils do not have enough time or guidance as they write up their work, and so know more during lessons than they write or remember afterwards. Too little use is made of homework, particularly to reinforce or revise what has been learned.
104. There have been improvements in subject leadership since the previous inspection. There is a good system of monitoring of teaching in place now, but there has not yet been time for the impact of very recent changes in the subject leadership to take effect. Assessment procedures are good, but assessment information is still not used well enough to raise standards further. All teachers have been given a good, useful file to help them plan their work and in particular, the guidance about selecting teaching objectives for more than one level is good. However, not all teachers are following the guidance, and this has not had a noticeable effect for more able pupils.

ART AND DESIGN

105. At the last inspection, standards were unsatisfactory. They are now satisfactory at the end of Year 2 and Year 6. Most pupils make steady progress in their learning, in spite of always seeming to be given exactly the same work. This is equally the case for SEN and EAL pupils.
106. By the end of Year 2, pupils are beginning to appreciate the use of a range of colouring media. They make close observational drawings of natural objects such as shells, using pencil to shade contours which are generally at expected levels. They use wax crayons in order to produce Mendhi patterns and show a basic understanding of how to mix a range of colours for painting. Less evident is their ability to work in three-dimensional art, although they have good opportunities to weave using material, plastic and paper and there are some examples of coil pots being made.
107. By the end of Year 6, pupils have made satisfactory progress in using paint, chalk, pastel and collage. However, pupils are not able to develop high levels of sophistication in their work, as the development of skills is not clear enough in planning or in teaching. Sketchbooks, for example, are

not used well enough to aid research, planning, the development of skills and evaluation. For example, pupils in Year 3, where undertaking life drawings. Sketches of a pupil with a guitar showed good attempts at representing human form, but it was not possible to trace the development of this back through pupils' Sketchbooks to show the systematic build up of drawing skills to a point where this type of activity was appropriate. In Year 6, pupils have looked at sketches by Matisse and had made interesting paper collages created in his style. Work in their Sketchbooks, on Picasso, however, shows that too much of the information is copied or provided by the teacher, with not enough opportunities for pupils to research information themselves. In spite of this, a few pupils made good progress in their portraits, positioning facial features in his style, but did not fully appreciate the use of tones and colour in examples of his work. Once again, it was difficult to find many examples of three-dimensional work on display or that pupils could remember.

108. Teaching is judged to be satisfactory overall as planning shows a lack of emphasis on the development of skills, concentrating rather more on the finished product than the processes involved. In lessons observed, much of the discussion led by the class teacher, was at a superficial level and there were missed opportunities to develop pupils' spoken language skills, as techniques were not discussed fully and vocabulary used was not clearly explained. In addition, very brief evaluation of completed artwork was undertaken and this is an area of teaching and learning which requires further development.
109. The role of the subject leader requires development. She is aware of some of the strengths and weaknesses in the subject. She has started to look at planning from her colleagues and is aware that there is insufficient access for pupils to a wide range of world art, which prohibits their cultural development. Assessment has not yet been developed and as a result, work cannot be matched closely enough to pupils' abilities.

DESIGN AND TECHNOLOGY

110. Standards of work in design and technology are in line with national averages at the end of Year 2 and Year 6. This is similar to standards seen at the previous inspection. Most pupils, including EAL and SEN pupils, make satisfactory progress.
111. Pupils' making skills are the strongest aspect of the subject. Most of the pupils work shows that in all year groups, they have used tools and materials well to craft models to assemble, join and combine materials in different ways and to work with reasonable accuracy. For example, work of a good standard was seen in both Year 6 classes. Finished slippers, show that materials have been used and joined well to produce footwear that could be worn when completed. However, pupils' design and evaluations are the weaker elements, and only a few pupils in Year 6 had written evaluations that referred to the slipper comfort and wear. In Year 2, pupils showed their intentions for designing moving vehicles, but no notes or labels served as a record of reasons for choices made about tools and materials. In Year 4 and 5, however, a good quality classroom display showed how discussions had taken place about the strength and appropriateness of different materials for joining and fixing materials to make pencil cases.
112. In discussions, it is evident that pupils understand more than they record and the subject is not used sufficiently to help develop pupils' literacy skills. Drawings are not labelled well to show what is intended. Notes and written work are particularly weak about showing how the pupils have selected materials for their appropriateness, modified their designs and written evaluations are limited. In conversations, pupils' show that they have more idea about designing and planning models than of being able to adapt plans, relate their evaluations to the qualities and properties of materials or say what might have been better alternatives for the intended use. Although there are a few finished products of good quality, these are the reasons that standards are not higher.
113. Teaching is satisfactory overall. In lessons observed, pupils responded positively, behaved well and classroom atmospheres were suitable for learning because of good relationships and high expectations of behaviour. In Year 4, for example, sound teaching guided pupils to make patterns

for pencil cases, use measurements to help them be accurate and to consider the eventual use and how fastenings might be made. The assistance of another teacher was valuable in helping less able pupils make good progress. Most teachers' planning is satisfactory and covers the full range of the programme of study, including designing, planning, making and evaluations, but the weakest feature is the evaluative aspect, which is not related to the suitability of materials, choices of suitable tools, the skills of finishing and the suitability of use.

114. The role of the subject leader has yet to be fully developed. She has been in post only a very short time and is in her first year of teaching. She has not yet had training through which to understand more clearly her role as co-ordinator and how to fulfil it. Nevertheless, some helpful adjustments have been made to the curricular plan and an appropriate in-service training course has been found to support personal development. Currently, there is no portfolio of marked and assessed work to help non-specialist teachers plan and progress pupils' skills. No monitoring of teaching, planning or pupils' work has yet been undertaken. These are required if teaching and learning is to improve.

GEOGRAPHY

115. Whilst standards are in line with the national average at the end of Year 2, standards by the end of Year 6 are below average. This is mainly due to a lack of emphasis on the teaching and learning of skills and there is too much difference in work offered to pupils in different classes within the same year group. This needs to be rectified urgently if pupils' skills, knowledge and understanding of geography are to be improved throughout the school.
116. By the end of Year 2, pupils' ability to use and produce simple maps is average overall. In Year 1, for example, following a walk around the local area, pupils recorded their journeys, noting the shops they passed. They use printed maps of London, in order to illustrate where they live, understanding the urban nature of their local environment, mentioning shops, houses and flats. Pupils can also compare their homes in London to those on an island in Scotland, through the story of "Katie Morag" and her home on the Scottish island of Struay. Using maps, pupils can locate the imaginary island in the Hebrides and draw their route from London. Activities planned such as writing postcards, discussing their likes and dislikes, support pupils' developing literacy skills well.
117. Current work in Year 3 focuses on weather. However, the level of understanding is limited because teachers do not fully develop the topic and not enough emphasis is placed on looking at the specific conditions of different weather types, how these link with physical features and how these might be mapped across the world or in a specific region. In Year 4 and 5 pupils are focussing on the similarities and differences between life in Battersea and in an Indian village. In one class only about half the pupils had remembered that India was in Asia, whilst in the parallel class many had remembered the difference between "cash" and "food" crops, indicating differences in teachers' planning. Many pupils' knowledge of the compass and how to find directions is also very limited. Discussions, using photographs, evoked a good deal of discussion, but this was at too superficial a level for pupils to make real progress in understanding. In discussion with a group of Year 6 pupils, all talked more positively about history than geography. They had very basic knowledge of continents and world rivers for example. They had little experience of map making and had difficulties in relating what they knew about weather to aspects of both physical and human geography
118. Teaching in the lessons seen was never better than satisfactory and in one lesson was unsatisfactory. In the unsatisfactory lesson, the teacher's limited subject knowledge was evident not only in the lesson itself but also in the planning. Closer planning between parallel classes may have given the teacher more support and confidence. Scrutiny of the topic on 'Water', in Year 6 showed some sound links to literacy. However, in most of the work planned, there was no recognition of the different levels of understanding of the pupils involved, who are given the same printed lists of rivers, printed sketches of the course of a river and printed drawings of river systems. Not only does this fail to support more vulnerable pupils, it does not extend the learning of the more able pupils. As a result, the majority failed to reach the required standards in their

work. Links with information and communication technology are also limited. Good use was made of a local visit to the River Thames and to the Thames Barrier. This enlivened the work and provided a good focus for first hand knowledge and understanding to develop.

119. The subject leader has only very recently joined the school and has not yet had training through which to understand more clearly the role. In spite of this, she had already noted inconsistencies in the planning of geography taken from the nationally recommended scheme of work and that some short topics do not allow learning to be carried out at sufficient depth. In order to ensure that pupils' skills are systematically progressed, there is a need to revise planning to ensure that there is a step by step teaching of skills, and planning is consistent between classes in the same year group. Currently, staff have no way of assessing pupils' attainment and progress and this means that teachers are not yet setting work which matches the abilities of pupils. This also requires development.

HISTORY

120. Standards are similar to those noted at the last inspection. By the end of Years 2 and 6 the pupils reach levels in line with those expected nationally. Overall, pupils make satisfactory progress in understanding chronology, interpreting sources of information and gaining a growing understanding of the sequencing of historical periods. Progress in Years 1 and 2 is slightly better as teachers use a wider range of resources to motivate and interest pupils. Progress of SEN and EAL pupils is satisfactory. However, when there is an extra adult in the class to provide further support, these pupils then make better progress.
121. By the end of Year 2, pupils have a sound knowledge that life in the past was different. Practical activities motivate pupils well and help develop their sense of enquiry, for example, in Year 1, pupils had visited an old Victorian house. The teacher brought in a wide range of artefacts, so that pupils could see and understand how Victorians lived. These artefacts were compared with ones that pupils had in their own homes, such as irons, writing materials and clothes. In this way, the first hand nature of the educational experience left lasting memories with the pupils who could talk at some length about what they knew. Very good subject knowledge of a local teacher, also inspires pupils to remember a great many facts about the time of the Great Plague. Pupils not only remembered the dates, that the plague was spread by rats and that only seven people died in the Great Fire, but at the same time they were able to compare the London of that time with the London in which they now live. Activities such as these also help develop pupils spoken language.
122. Much less evident is the use of artefacts to develop learning in years 3 to 6. For example, in Year 6, the topic on Ancient Greece, although well planned, the main evidence provided for pupils comes from books and worksheets. Whilst progress is satisfactory, the use of computer generated information, and a wider range of research and resource materials might have added more interest and motivation for the pupils. As a result, pupils' discussions were limited.
123. A scrutiny of completed work shows that by the end of Year 2, pupils have a few good opportunities to use their literacy skills and extend their ICT skills, having the benefit of work, which is appropriately matched to challenge different abilities. However, in Years 3 to 6, much more emphasis is placed on the use of worksheets, often the same for all abilities, and work, which is too often rather more directed by the teachers, or work copied from the board. As a result, although pupils have a sound understanding of key topics studied, more able pupils are less secure in their understanding of the fact that events in history might be portrayed differently depending on your point of view, and the development of research skills is rather limited for these pupils. So although they are making satisfactory progress in gaining knowledge and understanding, these factors prevent standards from being higher and there are missed opportunities to develop pupils' literacy skills.
124. Teaching overall is satisfactory, but slightly better in the Years 1 and 2 where work is practical, and interesting. For example, in a very good lesson in Year 2, the teacher had very good subject knowledge, which she used well to motivate her pupils. It was enlivened by careful use of artefacts, which, as a result, made pupils interested and anxious to learn. This also supported their spiritual and cultural development well. Work is planned using the nationally recommended

scheme of work, which in Years 3 to 6, is often not adapted enough to cater for the very wide range of abilities in each class.

125. Although the subject leader has only been in post for a very short time she is already gaining an understanding of many of the strengths and weaknesses in the subject and has an appropriate action plan for improvements to be made. However, she has not yet had training through which to understand more clearly her role as co-ordinator and how to fulfil it. A difference in planning within parallel classes often means that opportunities for pupils to use their literacy or ICT skills are not being developed in the same way. This has not yet been the subject of investigation by the English or history co-ordinators. At the same time, assessment is not yet in use by teachers, so that they might check pupils' progress and be sure that work matches all abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

126. At the last inspection, standards were well below national expectations. Currently, standards of work seen were in line with expectations at the end of Year 2 and Year 6. In some aspects of work, standards were above national expectations. This shows that very good improvements have been made since the last inspection.
127. Pupils across the school make good progress in their learning. Due to the permanent support assistant in the ICT room, together with the support of the classes' own teachers and class assistants, the ratio of adults to pupils is often good in lessons. As a result, SEN and EAL pupils, usually make similar progress to their classmates. In many lessons, work is also well planned for more able pupils, thus encouraging them to make good progress, by giving them challenging tasks to complete. Many Afro-Caribbean pupils are amongst the highest achievers in the subject, showing how inclusive the teaching is for all pupils.
128. By the end of Year 2, pupils have had good experiences of a number of aspects of the work in ICT. Year 1 pupils were seen entering data about the colour of eyes on to a graph. Good links were noted with their work in numeracy, as they had previously collected the data and put it on a tally chart. In a Year 2 lesson, pupils were using a control program, with which they gave instructions for a variety of shapes to be drawn on screen. They learned quickly how to enter the instructions and made good progress during the lesson. Work on display illustrates good progress in using a digital camera alongside word processing skills to create a "storyboard" within their literacy work in Year 2. It shows pupils accessing the Internet in order to collect information about television programmes for a data collecting exercise.
129. In Years 3 to 6 pupils make very good progress because of specialist teaching. By Year 4 pupils can enter complex information on to a database, building very well on their previous experiences in other classes. They understand the need to be accurate in their questioning and entering information and are seen inputting a great deal of information in a comparatively short space of time. By Year 5 they use a spreadsheet to model information about a make-believe party they are organising, use formulae to help calculate the costs of items and try to keep within their budgets. By Year 6, pupils can produce good quality multi-media presentations using assembled images, text and sounds in connection with chosen topics of rivers or "My school". Many pupils manipulation of information and the way it is communicated, is above national expectations.
130. Teaching in Years 1 and 2 is good. Teachers are confident in their own subject knowledge and enthuse pupils to want to make progress and not worry about making mistakes. Teaching in Years 3 to 6, by the subject co-ordinator was never less than very good. His carefully planned work based on very good subject knowledge, high expectations of work and behaviour drives learning along at a very brisk pace. In virtually all lessons, pupils responded positively and sometimes very positively to the teaching and pupils clearly wanted to make progress and so listened carefully to instructions, which they followed well. Their attitudes to the subject were a strong supporter of the progress they made.
131. The school has rightly started to make use of ICT across other areas of the curriculum, although the benefits of this approach are not yet developed sufficiently to aid teaching and learning. When it is used, such as in music or in a Year 6 literacy lesson in which some more able pupils were producing a word bank of words on a laptop and a Year 1 lesson when a pupil confidently set about writing about Cinderella on his laptop, pupils' learning was positively enhanced.
132. The leadership of the subject is very good. With the support of the Education Achievement Zone staff, the ICT room and the subject planning provide a very strong base from which the school has made huge strides. There is now an excellent ratio of computers to pupils, not only in the ICT room but also in the classrooms. There now only remain a small number of developments to be made in the subject. The work on assessment, already being used for Year 3 to 6, could now be developed for the younger pupils. Now that all teachers have received their computer training, it may be an appropriate time for the co-ordinator to take on a monitoring role and withdraw partly from his direct teaching role in order to give teachers a chance to develop further their own skills.

MUSIC

133. Attainment in music is above the national expectation for the end of Year 2 and Year 6. Since the last inspection, the high quality of music has been maintained, despite changes in staff. Pupils make very good progress in lessons because the methods of teaching are active and visual. This ensures the inclusion of all pupils whatever their needs or language ability. Music gives an equal opportunity for all pupils to express their ideas. It is also a significant factor in pupils' social development since many learning activities require pupils to work together to achieve an outcome.
134. At the end of Year 2 and Year 6, standards in performing, composing and listening are above average. Successful collaborative and independent working is evident in all music lessons across the school. Pupils respond well to music and show great enthusiasm for the subject. In assemblies and lessons, pupils in all year groups, sing enthusiastically and tunefully with a growing rhythmic control as they move through the school. This gives a strong feeling of whole school community and is spiritually uplifting. Pupils of all abilities perform well, can play a range of instruments successfully and are increasingly skilful musicians. ICT is now well used to enrich the subject. This is particularly so in the oldest classes, where video, and analogue and digital audio recording equipment are used as a strong aid to self- evaluation by pupils.
135. The quality of teaching is very good. The music specialist has very good subject knowledge and understanding and a high level of personal musical skills. Consequently, pupils are presented with challenge and rigour in their music lessons. Planning is based on nationally recommended materials adapted by the teacher to ensure a better match to pupil need. Lessons are very well managed; the teacher has high expectations, which are rewarded by very good pupil behaviour and self-control. The teacher transmits her enthusiasm through lively, active lessons, which encourage all pupils to achieve well.
136. Management of the subject is very good and music is a very strong feature of the school. Future planning is informed by assessments and the teacher's overall evaluation of her lessons. Extra-curricular activities are extensive and are a key factor in the above average standards. All older pupils have the opportunity to learn to play a range of instruments such as, trumpets, horns, steel pans, and guitars. The co-ordinator ensures there are wider opportunities for performance with other schools and visiting professional musicians also enhance learning well. For example, a group of African drummers will be visiting the school in the summer term. There is also an after school song writing club which enables Year 5 pupils, to extend further the skills learned in lessons. The subject consequently contributes substantially to the spiritual, cultural and social development of pupils.

PHYSICAL EDUCATION

137. Only lessons in dance and games were observed during the inspection. In these aspects all groups of pupils are making satisfactory progress and as found at the previous inspection, pupils are attaining standards in line with expectations at the end of Year 2 and Year 6. Talented pupils have been identified and supported and because of additional opportunities make good progress in their specialist areas.
138. By the end of Year 2, pupils respond appropriately to the mood to the music and use their bodies to make a variety of shapes and movements. Year 1 pupils, for example, used ribbons effectively when creating a dance to the Sugar Plum Fairy and this was used well to support their cultural and spiritual development. Other pupils tried hard to move to the 'Mars Suite' by Holst and because of good class management skills, pupils who were initially reluctant to dance, joined in and produced appropriate sequences of movement although pupils who had just joined the school found the large open space a little daunting at first. The pupils develop their games skills appropriately, as they move through the school. By the end of Year 2, most pupils can use chest passes to throw large balls and are able to receive these catches using safe catching techniques.

They are developing their skills in simple team games, but many boys find it difficult to loose and sometimes lack concentration as a result. The sense of fair play is developed as pupils move through the school and pupils make satisfactory progress. By the end of Year 6, pupils are able to participate in team games such as hockey and netball with an appropriate level of skill. Their skills are enhanced through a very good range of extra curricular activities and talented footballers for example are well supported when they are encouraged to join local professional youth teams.

139. The quality of teaching is overall satisfactory with some good features. The teachers dress suitably and set a good standard for pupils. Lessons are well managed so that excited behaviour does not detract from learning. Good links are made to science when pupils are reminded of the effects of exercise on their muscle and pulse rates. Teachers use resources well to motivate pupils and lessons are brisk paced. Teachers praise pupils efforts and as a result most pupils try hard to improve. However a weakness is that pupils are not always encouraged to evaluate their own or each other's performances, and as a result pupils do not always appreciate how they could improve and opportunities for them to practise their speaking and listening skills are not fully developed.
140. The recently appointed subject leader has not had time to monitor or develop teaching in the subject, but is keen to develop the subject and teachers' expertise further, although she has yet to receive training in the development of her role. Resources are of a satisfactory quality and are sufficient to support learning, but there are currently no individual mats to support floor work, especially for younger pupils. Currently assessment procedures are very informal and require development to enable teachers to monitor progress more closely in order that they better are able to match activities to ability.

RELIGIOUS EDUCATION

141. Pupils' knowledge and understanding of religious education does not meet the expectations set out in the locally agreed syllabus, by the end of Year 2 and Year 6. The standards have not improved since the last inspection, although the statutory requirements of planning and teaching in line with the locally agreed syllabus, are now met.
142. Although religious education is now planned appropriately to ensure that pupils develop skills, knowledge and understanding, it does not have a high enough profile within the school curriculum. Teachers have adopted the national guidance, but not adapted it to match the needs of pupils. Most pupils start school with a very low level of knowledge and understanding and a very low base of literacy and communication. Pupils' progress in the lessons observed was satisfactory, but based on the scrutiny of recorded work and discussion with Year 2 and Year 6 pupils, the progress for most pupils over their time in school, is limited.
143. By Year 2, pupils know about few aspects of Christianity. They begin to develop personal responses to right and wrong, and draw on class discussions and stories they have heard. In one lesson, pupils discussed the idea of being 'proud' or 'humble', but only more able pupils made appropriate suggestions, most pupils showed a poor grasp, and were short of ideas. Pupils have a very basic knowledge of Christian and own religious festivals. Year 1 pupils visited a church and this enhanced their learning and gave a focus to their learning.
144. Pupils in Year 6 have a satisfactory knowledge about their own religion, but they have little idea of how God is worshipped in different ways by different faith communities. Pupils' understanding is largely confined to facts about key festivals. They have heard stories from the Bible, but most do not understand the deep meaning of the religious stories. In a lesson, Year 4 pupils discussed, Easter and its importance for Christians. A few were quite inquisitive and asked appropriate questions, such as, "What happens in heaven?", and "what is resurrection?" But in most lessons, pupils do not make links between their own experiences, or faith and other faiths, and their knowledge and understanding of the major religions of the world such as Christianity, Judaism and Sikhism, and the life of people from various cultural backgrounds, is very limited. The development of pupils' knowledge and understanding is inconsistent. As a result, they are unable to draw on

and learn from the positive actions of important religious figures, such as 'Jesus' or 'Buddha', to help them make decisions about their own lives and to make sense of what they see around them.

145. The quality of teaching in the lessons observed was satisfactory overall. The teaching of religious education makes good contribution to pupils' speaking and listening skills. Teachers manage pupils very well in lessons, but their planning to match needs of all pupils is not fine-tuned. Teachers have sound knowledge of the subject and lead well on discussions. However, the expectations of pupils' work are not high enough, pupils are not encouraged sufficiently to apply skills learnt in the literacy sessions to record their knowledge and write own creative accounts independently. Pupils' attitudes and responses to learning are good. They listen carefully when information is given. Pupils behave well and respond to questions with confidence. Most pupils show a positive willingness to talk about and share personal experiences.
146. The subject leader is clear about the future direction for the subject, but the rigour and focus required to raise standards in every class has not been the priority yet. The absence of an agreed approach to recording and assessing the development of pupils' knowledge and understanding, detracts teachers' ability to plan future lessons based on what pupils have already achieved. Pupils visit the local church but have not had sufficient opportunities to invite visitors from other religions or visit other places of worship which would support teaching and learning.